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ABSTRACT

A SEMINAR PROGRAM WAS HELD DURING THE SUMMER OF 1968 AT THE UNIVERSITY OF MINNESOTA TO IMPROVE THE PREPARATION OF VOCATIONAL COUNSELORS AND DISTRIBUTIVE EDUCATORS IN HELPING STUDENTS IN CAREER DEVELOPMENT AND OCCUPATIONAL ADJUSTMENT. A TOTAL OF 36 COUNSELORS AND EDUCATORS WHO HAD AT LEAST 1 YEAR OF EXPERIENCE WERE SELECTED FOR THE PROJECT. THEY PARTICIPATED IN A VARIETY OF ACTIVITIES DURING THE 6-WEEK PROJECT WHICH INCLUDED HUMAN RELATIONS TRAINING, DIRECTED OCCUPATIONAL EXPERIENCE AT A LOCAL FIRM, LECTURES, SEMINARS, AND MATERIALS DEVELOPMENT IN SMALL GROUPS. THE PARTICIPANTS EVALUATED THE HUMAN RELATIONS TRAINING LAB AND THE DIRECTED OCCUPATIONAL EXPERIENCE AS THE MOST USEFUL PART OF THE PROGRAM. (BC)

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FINAL REPORT
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FOR DISTRIBUTIVE EDUCATORS AND VOCATIONAL COUNSELORS

Mary K. Klaurens
University of Minnesota
College of Education
Minneapolis, Minnesota 55455

October, 1969

U.S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE

Office of Education
Bureau of Research

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Final Report

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October, 1969

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**U.S. DEPARTMENT OF
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FOREWORD

The Training Project Combining Occupational Experience and Career Development Training for Distributive Educators and Counselors conducted at the University of Minnesota during the summer of 1968 grew out of two pilot training projects held in 1966 and 1967 at the same institution. The results of the two previous projects guided the investigators and instructional staff in planning this project. The final report is submitted as evidence of the value of the project to the staff members who conducted the project, to the participants who were enrolled, and to the programs for teacher preparation in Distributive Education and Counselor Education at the University of Minnesota. This report is an evaluation of the project in terms of the objectives set for it and an explanation of the procedures used in order that the training, or parts of it, may be replicated or incorporated into other training projects. In addition to the immediate benefits to the participants enrolled in the training, the project has provided some valuable direction for improvement of the preparation of distributive education teachers and counselors and for the development of occupational orientation curriculum materials.

The project director is grateful to the instructional staff for their assistance in conducting the project and to the participants for their dedication in working toward the objectives. Special appreciation is extended to the Twin City business firms and their employees for their contribution to the occupational experience phase of the training project.

The following individuals are to be commended for their excellent work in planning, conducting and reporting this project:

Instructional Staff

Henry Borow, Professor of Psychological Studies and Counselor Education
W. Wesley Tennyson, Professor of Educational Psychology
Alan R. Anderson, Associate Professor of Educational Psychology
Gerald Lee, Instructor in Educational Psychology
Warren G. Meyer, Professor of Distributive Education
Richard D. Ashmun, Associate Professor of Distributive Education
Donald L. Kohns, Instructor in Distributive Education

Consultant on Evaluation

Cyril J. Hoyt, Professor of Educational Psychology

Mary K. Klaurens
Project Director

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STAFF

Warren G. Meyer, Professor in Distributive Education, University of Minnesota. (He administered the 1966 project and was co-director of the 1967 workshop. In addition, he had directed a funded project to develop curriculum materials in economic education and a number of distributive education workshops at the University of Minnesota. As head of the distributive education program at the University of Minnesota, he had supervised the occupational experiences of undergraduates preparing for teaching in distributive education.) He served as a sponsor and consultant in assisting participants in planning, developing and evaluating curriculum materials for distributive education and guidance.

Mary K. Klaurens, Assistant Professor in Distributive Education, University of Minnesota (full time). She had experience as a teacher-coordinator at the high school level and extensive experience in department stores and other businesses. Dr. Klaurens had participated in several workshops at the University and worked on curriculum development projects of the distributive education department. She served as an instructor and group leader in the 1966 and 1967 projects and directed the planning, coordination, instruction, curriculum development and evaluation of this project.

Richard D. Ashmun, Associate Professor of Distributive Education, University of Minnesota (one-half time). He had extensive experience as a teacher and teacher-coordinator at the high school and post-high school levels in distributive education. He had participated in several workshops in distributive education and, in addition, served as an instructor in the 1966 project and in the 1967 workshop. Dr. Ashmun worked with a seminar and assisted with planning, coordination and evaluation of the project.

W. Wesley Tennyson, Professor of Educational Psychology, University of Minnesota; past president of the National Vocational Guidance Association (one-half time). Although his regular assignment at the University is in preparation of counselors and counseling psychologists, he had worked closely with the Distributive Education Department and vocational education as a reimbursed George-Barden counselor-educator. In addition to participating in workshops and working with teacher-coordinators on guidance type competencies, he had directed two NDEA Counseling and Guidance Institutes. Dr. Tennyson worked with the 1966 and 1967 projects by assisting with the preparation of the participants in developing ways of assessing the psycho-social dimensions of occupations and consulting on guidance competencies for distributive education teachers and teacher-coordinators. He served as a small group leader and a content consultant during the project.

Alan R. Anderson, Assistant Professor of Educational Psychology, University of Minnesota (one-half time). As a former teacher of Agricultural Education and a reimbursed George-Barden counselor-educator, Dr. Anderson possesses a good understanding of the role of guidance in vocational education. He has conducted research in the

area of group process and is considered an authority in this field. His major role was the direction of the human relations training and small group work.

Henry Borow, Professor of Psychological Studies, University of Minnesota; president, National Vocational Guidance Association (one-half time). Dr. Borow is a noted authority in the area of career development and editor of Man in a World of Work. As a staff member of the Counselor Education Unit at the University, he had worked closely with vocational educators and had participated in a number of conferences devoted to guidance in vocational education. Dr. Borow served as a lecturer and consultant in content for an occupational curriculum.

Donald Kohns, Instructor in Distributive Education (one-half time). He had experience as a post-secondary distributive education coordinator and had participated in the 1966 and 1967 projects. Mr. Kohns, having had considerable experience in supervising directed occupational experience, conducted the seminars in which participants discussed occupational experience.

Gerald Lee, Instructor of Educational Psychology (one-half time). An instructor trained in counseling techniques, he supervised tape critique sessions on Tuesdays and Thursdays. Participants prepared tape recordings of counseling sessions with beginning workers. This instructor worked with the participants to improve their counseling skills.

Cyril J. Hoyt, Professor in Educational Psychology, University of Minnesota, assisted in the design and administration of evaluation and measurement. His regular assignment at the University included teaching courses on research design and advising doctoral candidates. He is recognized for his competence in design and educational measurement and was a consultant on measurement for the 1966, 1967, and 1968 projects.

Summary of the Project

Purpose and Objectives

The staff of both the distributive teacher education and the counselor education programs at the University of Minnesota have been concerned with improving their preparation of vocational teachers and counselors with respect to helping pupils develop needed skills, attitudes and understandings related to career development and occupational adjustment. It was the purpose of this project to (a) develop a plan for improving the teaching, guidance and curriculum development competencies of teachers of marketing and distribution and contribute to the development of a similar plan for training counselors; (b) develop guidelines for an occupational curriculum for grades nine through fourteen and to prepare some instructional materials and learning activities focusing on career development; (c) to discover a procedure for facilitating a cooperative working relationship between distributive education teachers and counselors; and (d) to determine if human relations training and attention to group processes contributes to the effectiveness of teacher groups in the production of curriculum materials.

Specific Objectives

1. To develop a training plan for improving the teaching, guidance and curriculum development competencies of a group of distributive education teacher-coordinators and a counter-part group of vocational counselors through directed occupational experience, coordinated instruction and practice in vocational counseling and curriculum planning.
2. To develop guidelines for an occupational curriculum to be implemented in grades nine through fourteen which focuses on vocational development of all students.
3. To evaluate the contribution of human relations training and group process training in the production of curriculum materials.
4. To study the procedures for facilitating a cooperative working relationship between distributive education and guidance personnel through shared experiences in occupational exploration, group processes and curriculum planning.

Participants

The participants in this project were 21 distributive education teachers and 15 counselors who had at least one year of experience and were recommended for the training by State Supervisors of Distributive Education and Guidance for the states in U.S.O.E. Region VI. Each counselor was paired with a distributive education teacher for the directed occupational experience; however, since there were more D.E. teachers than counselors, three of the teams were composed of two teachers. Participants were assigned to four small groups of eight

to ten members for the human relations training, occupational experience seminars, and group work on the occupational education curriculum. They remained in the same groups throughout the training.

Background for the Project

The experience in conducting the earlier projects and in working with in-service distributive education personnel indicated that after some initial teaching experience in distributive education, the teachers are aware of their needs for additional occupational experiences to supplement prior experience or to explore specific occupational areas. With the increased demand for vocational education teachers and the changing nature of jobs in today's world of work, it is essential that we find effective ways to provide occupational experience that will improve the competencies of teachers in instruction, guidance, coordination and administration of vocational education. Directed or supervised occupational experience is needed at the pre-service level to broaden the insights of prospective teachers whose experiences are limited to a specific job they have held. Similar training is needed for in-service teachers to up-date and broaden their knowledge of opportunities, practices, training needs and problems in business and industry.

A second concern of the investigators was the need of vocational education teachers to be effective in guidance and facilitating career development. In the 1967 training project, a group of high school graduates who were enrolled in a demonstration class as a part of the project, demonstrated a need for counseling and classroom instruction which focused on self-exploration and value clarification related to their concurrent on-the-job training. In order for the vocational teacher to be capable of fulfilling these career development and guidance needs he must be aware of what the needs are and be able to provide counseling and meaningful instruction focusing on career development.

A third concern of the investigators was the need for better working relationships between counselors and vocational education teachers in the schools. Vocational teachers have indicated that students are frequently inadequately prepared to choose one of the specific occupational fields when they enter the programs in the 11th or 12th grade. While this inadequacy is not entirely attributed to the counselor, it was felt that guidance personnel might be better prepared to provide vocational education information to students if they had better insight into occupations and into the operation of cooperative vocational education programs.

Recognizing that vocational guidance and orientation to the world of work was a critical need in the curriculum of the high school, the investigators were also interested in finding ways to implement an occupational education curriculum. It was felt that the guidance personnel and the vocational teachers in a school, working as a team, could provide the leadership in helping other teachers in their schools to provide opportunities for exploration of occupations and work-related values as an integral part of the total curriculum.

Methods

The instructional program was conducted over a six-week period and included the following:

1. Human Relations Training and Group Process

One-half of the participants were given twenty-four hours of small group training prior to the classroom instruction and occupational experience to determine if this training contributed to the productivity of teacher groups in developing curriculum materials. The small group training was given at an off-campus location where the participants and staff members were housed for a three-day period. Counselors and distributive educators were mixed in the two groups of nine each. The other two groups of eighteen participants received the small group training at the end of the six-week session.

2. Preparation for Occupational Experience

Three days, or approximately twenty hours, were devoted to preparing the participants for occupational experience. They were given instruction in the theory of career development, work adjustment, vocational education objectives, school-community relations, job analysis techniques and counseling processes.

3. Directed Occupational Experiences

Beginning the second week of the training project, the participants were assigned to local distributive firms for three days a week, from 8:30 a.m. to 3:30 p.m., to observe, interview workers and explore work situations in order to gain an adequate understanding of occupations, work environments, worker roles and occupational adjustment problems encountered by young workers. A counselor and distributive education teacher were assigned to the same firm. During a four-week period, each counselor-teacher team received experiences in at least two different firms, six days in each. Firms were selected on the basis of their willingness to give requested experiences and the relationship of occupations in the firms to the needs of the participants to explore certain types of jobs. The project staff assisted the cooperating firms in developing a plan of experiences for the counselor and distributive education teacher assigned to their firm. Report forms and concurrent seminars were utilized to direct the participants' learning to important job factors. (Total - approximately 72 hours)

The counselor and distributive education teacher were assigned to counsel a beginning worker in each firm concerning occupational adjustment. The counseling interviews were taped for later discussion of counseling procedures and problems faced by beginning workers.

4. Lectures

On Tuesdays and Thursdays, the participants came to the University for instruction and seminars. A two-hour lecture session on these two days over a four-week period provided 16 hours of instruction covering the following general topics:

- Career development
- Occupational choice process
- Work adjustment
- Psychological dimensions of work
- Sociological dimensions of work
- Vocational maturity
- Changes in occupations
- Changing roles of women
- Counseling goals and processes
- Examples of occupational orientation experiences
- Audio-visual materials used in guidance
- E.S. '70 Curriculum
- National Assessment Project

5. Seminars

Working in groups of eight and ten, the participants attended two two-hour seminars a week, one of which was spent in discussing the occupational experiences and the other seminar was used to play the beginning worker interview tapes and critique the procedures. (Total - 16 hours)

6. Materials Development

Participants also worked in their same small groups for two hours each Tuesday and Thursday to discuss behavioral objectives for career development and to prepare instructional materials for an occupational education curriculum. (Total - 16 hours)

During the sixth week, the small groups worked on their curriculum materials for approximately 24 hours.

Prior to the workshop, two of the staff members prepared behavioral objectives for career development. The objectives were derived from the literature on career development, previous studies and projects and the combined experiences of the staff members. One-hundred thirty behavioral objectives classified under seven broad instructional goals were identified. (See Appendix) The 130 objectives were divided among the four groups of participants. Each group was responsible for developing the curriculum materials for 32 to 33 objectives. The procedure consisted of (1) discussing each objective in the group; (2) writing a short rationale to establish its importance in career development; (3) writing enabling objectives which identify the component knowledges, skills or attitudes to be developed; and (4) writing suggested learning activities for the objective. A counselor-educator and a distributive education teacher-educator served as resource

leaders in each group during the materials development work.

Results

1. The majority of the participants indicated that the training project helped them "a great deal" in their knowledge of distributive occupations and in their teaching and counseling.
2. The participants reacted favorably to the structure of the project and the nature of the activities. Many indicated that it was an enjoyable "learning" experience.
3. Based on their self-report, they seemed to have received considerable self-insight and developed an awareness of the importance of their interpersonal relations with the students.
4. The majority of the participants utilized the curriculum materials in some way and some of them were attempting to start career development programs in their schools as indicated in follow-up reports.
5. Counselor-distributive education teacher relations were facilitated and counselors had a better understanding of distributive education programs. Distributive education teachers reported they had improved their guidance activities.
6. The participants produced many innovative learning activities for career development objectives. The materials produced will be utilized in developing a curriculum guide.
7. Human relations training given prior to the curriculum task work contributed substantially to the productivity of groups and facilitated satisfaction in the group work experience.
8. Coordinators and counselors utilized their occupational experiences and observations as examples and sources of information in teaching and counseling.

Recommendations

1. In-service teachers should be encouraged and given opportunities to obtain additional occupational experience and related instruction which helps them to utilize the occupational experience in their teaching.
2. Training in group dynamics, human relations, and personal development through small group seminars and sensitivity training should be included in distributive teacher education.

3. Distributive education teachers, and possibly other vocational teachers, should have some training in guidance and counseling in order to be effective in teaching for career development.
4. Teacher education and workshops for in-service teachers should provide learning experiences and demonstrate teaching techniques which the participants can model in their own teaching.
5. In order to facilitate curriculum change and cooperative working relationships among vocational educators, guidance personnel, and other teachers, consideration should be given to conducting workshops, seminars, institutes in which teams of personnel from the same school can enroll.
6. Instruction in vocational education should be encouraged and available for guidance personnel and other teachers to familiarize them with vocational programs and to facilitate the integration of vocational and academic learning.
7. The participation of teachers is needed in developing instructional materials in order to produce materials which are practical and which they will accept and use in teaching. Teachers must be given instruction in how to use new materials.
8. Counselor-education programs should include directed work exploration experiences in order that counselors are knowledgeable of occupations, work environments, and the psycho-social dimensions of work.
9. Vocational teacher education programs should be flexible enough to offer institutes, workshops, and seminars for in-service teachers when new techniques, concepts and changes in work situations call for new approaches in preparing students for occupations.

DESCRIPTION OF THE PROJECT

Background and Rationale
Participants
Training Project Schedule
Methods

BACKGROUND AND RATIONALE

This training project grew out of the investigators' experiences with two earlier projects: Phase I, which was supported with P.L. 88-210 Sec. 4(c) funds in 1966 and a condensed version of an original plan for phase two, which was financially supported by the Vocational Section of the Minnesota State Department of Education in 1967. This project represents the implementation of a large portion of the original plans for phase two plus several new dimensions emanating from the needs of teachers that were revealed in the State-supported project. Thus, this final phase of an occupational experience oriented pilot training program provides suggestions for effectively and efficiently upgrading the performance of teachers of marketing and distribution and for counselors.

In addition, this project should provide at least tentative guidelines to the development of an occupational curriculum focusing on vocational development, one that is aimed at reducing the attrition rate of students during the time that they are in school and after they have started a career in distribution. It is hoped that this curriculum guide will provide clues for curriculum development in other vocational fields. A sequential account of the preliminary studies follows:

A. Phase I - 1966

This training project is Phase II of a training project which began in 1966. Phase I, which was conducted at the University of Minnesota under contract with the U.S. Office of Education, Grant Number OEG-3-6-061594-0680, funds allotted under P.L. 88-210 Sec. 4(c), provided a group of thirty Upper-Midwest teachers of marketing and distribution with directed occupational experience in two distributive businesses. A follow-up study of the participants of the Phase I project indicated that: (1) the directed occupational experience contributed to the development of certain teaching, guidance and coordination competencies; (2) participation in the training program improved the teachers' perceptions of a variety of occupational roles and work environments, thereby enriching the teaching and guidance functions of the teachers; (3) the procedures used for directing the occupational experiences of the participants were adopted by the teachers in helping their students explore occupations; and (4) the materials developed during the project were helpful to teachers in directing occupationally oriented learning activities which focused on occupational behavior objectives and distributive education competencies.

B. State-Supported Phase - 1967

The Vocational Section of the Minnesota Department of Education, under the direction of S.K. Wick, sponsored a follow-up training project during the summer of 1967.

The 1967 project, also conducted at the University of Minnesota, under the direction of Warren E. Meyer, Professor in Distributive Education, and W. Wesley Tennyson, Professor in Educational Psychology, was attended by a number of the same teachers and teacher-coordinators who participated in the 1966 project and about an equal number of new distributive education teachers replacing those who were unable to return.

This training, which did not include occupational experience for the participants, focused on improving distributive education teachers' ability to counsel with their students and to direct learning activities which help students achieve vocational development. It also aimed at the improvement of self-understanding that relates to occupational adjustment. A demonstration class of young people who were beginning employment in distributive firms was used to try out instructional materials and to provide the participants with realistic occupational adjustment problems to be explored in counseling practice. Instruction in vocational counseling and career development theory was given along with counseling practice.

The small group experience and the application of counseling practices to career development responsibilities of distributive education teachers were effective in helping students in the demonstration class to clarify their occupational goals, and in helping the teachers become more effective in their coordination work and counseling. Self-report evaluations from the participants after returning to their work following the training project revealed greater concern with the individual needs of students and with the implementation of concepts, materials and instructional methods presented in the training project.

C. Need for a Cooperative Venture - 1968

Upon completion of the 1966 and 1967 training programs, the first one including occupational experience and the second dealing with the application of the first summer's outcomes to a teaching situation, the task at hand was to synthesize the essential elements of each into an integrated training program. During the summer of 1967, it became apparent that the distributive education teachers could benefit substantially from associations with counselors in arriving at content and school procedures that would implement vocational development, and that a team approach would result in a better curriculum and guidance plan than independent work by the distributive education group, even though they were instructed in vocational development and counseling.

It also became apparent that career development training is needed by students prior to selection of the distributive

education curriculum. (The career development and vocational education competencies identified by Tiedman and O'Hara in the College Entrance Examination Board monograph titled Career Development: Choice and Adjustment, and by Merwin and associates in Outline of Objectives for Vocational Education, suggest that vocational development is an on-going process which should be integrated into the curriculum at the junior high school level or earlier.)

Unfortunately, there are few occasions when vocational educators and vocational guidance personnel get together to discuss common problems or to share their insights with regard to helping youth in vocational development. Both groups have important functions that could be facilitated by cooperation and shared responsibilities in the schools.

D. A Curriculum Plan for Career Development

Although current reform in school curriculum is desirably concerned with inductive processes of learning, curriculum building continues to be organized largely around traditional subjects and courses. The respective contribution each school subject makes to students' growth and development has been demonstrated over time. But the prevailing courses are tightly organized and do not include all the concepts important to the education of the young person, nor even necessarily those which may be most relevant to his personal development or his understanding of industrial society. Important concepts of self and community may be left at the periphery of the curriculum unless a deliberate effort is made to include them. Many of these concepts are currently being brought together under the discipline of career development, a subsience of occupational psychology which offers possibilities for bridging school and community.

Our world of work today is changing so rapidly that personal adaptation and development require both a greater degree of self-awareness and awareness of occupational life. Technological change and increasing complexity of social organization has prompted a growing interest in career development and its potential contribution to the school program. The intimate relationship between education and occupation has been stressed repeatedly by the Educational Policies Commission (Manpower and Education), The National Manpower Commission (A Policy for Skilled Manpower), American Council on Education (Man, Education and Work), National Vocational Guidance Association (Man in a World of Work), the President's Panel on Vocational Education, and by many authorities in the field. Interest has been further stimulated by recent legislation aimed at improving the economic

welfare of youth through programs of vocational guidance, training and placement, as well as by federal support of curriculum design.

The task of providing curricular experiences which permit the young person to develop meanings about himself and the overall milieu in which he lives and will work is not an easy one for the school. According to the National Manpower Council (Education and Manpower):

...some attempt has been made in the past ten years to bring vocational guidance services down to the level of the classroom through courses in occupational information, community civics, group guidance, student services, orientation and psychology.....Still, not counting the high enrollment in community civics, long a required course in most junior high schools, much remains to be done in bringing about guidance, and particularly occupational information, into the classroom in an organized and systematic way (p 215).

A lack of appropriate teaching materials is a principal reason for the schools not doing more toward educating for vocational development.

It was in recognition of the need to provide classroom teachers with concrete teaching aids that this project focused on the writing of suggested learning activities for career development.

Assuming vocational educators and counselors are best qualified to provide the information needed to develop a curriculum plan, the process whereby this information is combined and transmitted through a written plan depends upon how the participants in the groups organize to accomplish the task. Experiences during the summer of 1966 indicate the potential value of small group process training in order to condition the participants for this responsibility in teaching, guidance and career work. In this project, half of the participants received training in group processes to determine if attention to group dynamics increases the ability of groups to accomplish the task.

SPECIFIC OBJECTIVES

- A. To develop a training plan and instructional materials for improving the following competencies of teachers and counselors:
 1. Ability to perceive and analyze jobs, work environments and worker roles in terms of psychological and sociological dimensions of work as well as technical requirements.

2. Ability to help beginning workers make satisfying and satisfactory adjustment to the world of work through counseling.
 3. Ability to identify concepts of occupational behavior and work in a changing society and to plan instruction that focuses on these concepts.
 4. Ability to perceive the scope of occupations within the entire distributive field and the diversity of opportunities for self-realization and occupational growth.
 5. Ability to plan learning activities in cooperation with teachers in other subject matter areas that contribute to career development competencies.
- B. To develop guidelines for an occupational curriculum for grades nine through fourteen:
1. Prepare instructional objectives from a previously developed list of career development competencies.
 2. Recommend the level and subject matter areas where the instruction can be accomplished.
 3. Suggest learning activities and instructional materials to achieve the instructional objectives.
- C. To study the procedures for facilitating a cooperative working relationship between distributive education and guidance personnel.
1. To measure changes in how counselors and distributive education teachers perceive each other's roles as a result of shared experiences.
 2. To determine if human relations training facilitates cooperation between the counselor and distributive education teachers.
- D. To determine if human relations training and attention to group processes contributes to the effectiveness of groups in the production of curriculum materials.

The procedures and experiences which were found to be effective in the 1966 Phase I of the project and in the 1967 workshop were incorporated into this project.

PARTICIPANTS

The project was planned to train twenty distributive education teachers and twenty counselors, preferably a team composed of one teacher and counselor from the same school. Due to the late announcement of the availability of the program, 21 coordinators and 15 counselors were enrolled. The program appealed more to distributive education personnel than to counselors because the DE personnel could use the training on Master's degree programs. The majority of counselors have completed Master's degrees.

Announcement of the program was sent to State Supervisors of Distributive Education and Guidance Services in U.S.O.E., Region VI, States. The Supervisors were asked to identify personnel who met the following criteria:

1. Employed as a teacher or teacher-coordinator of distributive education or a counselor with a minimum of one year of experience.
2. Show evidence of a need for occupational experience and study of career development.
3. Have completed at least a B.A. or B.S. degree in education.
4. Indicate an interest in and a willingness to participate in the development of curriculum materials for distributive education and career development.
5. Have not been enrolled in the 1966 Pilot Training Project at the University of Minnesota or the follow-up project in 1967.
6. Recommendation by the State Supervisor of Distributive Education or State Supervisor of Guidance in the State where he is employed.

Application forms were sent to the candidates suggested by State Supervisors. All who applied met the minimum requirements for eligibility and were accepted. Eight of the DE teacher-coordinator teams were individuals from the same schools. Others were paired by similarity of school environments. The geographic distribution of participants were:

	<u>D.E. Teachers</u>	<u>Counselors</u>
Twin Cities	8	9
Other Minnesota Towns	7	5
South Dakota	1	
Nebraska	2	1
Colorado	1	
Louisiana	1	
Wyoming	1	

Tuition, Travel and Subsistence

Since the project was financed by a U.S.O.E. grant, participants were enrolled for 9 credits tuition-free. Each participant paid a \$14 incidental fee which covered special services while at the University.

Each participant was reimbursed for one round trip from his home to the University and received a total subsistence allowance of \$100. The expenses incurred during the 2-day human relations training lab were paid from the U.S.O.E. grant.

Training Project Schedule

Sunday, June 16

Small Group Training from Sunday Noon until Tuesday evening for Groups I and II (20 participants) at an off-campus location.

Wednesday, June 19 (on-campus, all groups)

8:00 - 9:00	Orientation
9:00 - 10:00	Orientation
10:00 - 11:00	The Occupational Curriculum Task
11:00 - 12:00	Discussion
1:00 - 2:00	Career Development Theory
2:00 - 3:00	Discussion

Thursday, June 20

8:00 - 9:00	Derivation of Objectives from Occupational Experience
9:00 - 10:00	Derivation of Objectives from Occupational Experience
10:00 - 11:00	Counseling Theory
11:00 - 12:00	Counseling Theory
1:00 - 2:00	Career Development Theory
2:00 - 3:00	Discussion

Friday, June 21

8:00 - 9:00	Group Work on Occupational Curriculum
9:00 - 10:00	Group Work on Occupational Curriculum
10:00 - 11:00	Counseling Theory
11:00 - 12:00	Counseling Theory
1:00 - 2:00	Career Development Theory
2:00 - 3:00	Discussion

Mondays, Wednesdays, Fridays, June 24 to July 19 Both Groups

8:30 - 3:30 Directed Occupational Experience in two different firms

Tuesdays and Thursdays, June 25 to July 18

8:00 - 10:00	All groups	Lecture and Discussion
10:00 - 12:00	Groups I, II	Group Work on Curriculum Development
10:00 - 11:00	Groups III, IV	Discussion of Occupational Experience
11:00 - 12:00	Groups III, IV	Tape Critique Sessions
1:00 - 3:00		Group Work on Curriculum Development
1:00 - 2:00	Groups I & II	Discussion of Occupational Experience
2:00 - 3:00		Tape Critique Sessions

Monday, Tuesday, Wednesday, Thursday, July 24, 25, 26 and 27

8:00 - 3:00 Group Work on Curriculum Development
Evaluation of the Project

Friday, Saturday, July 28 and 29

Small Group Training from Thursday evening
until Saturday evening for Groups III & IV
(16 participants) at an off-campus location

METHODS

Directed Occupational Experience

1. Select training stations where the management accepts responsibility for providing a meaningful experience.
2. Select training stations which can provide experiences that will contribute to needed competencies of the individual teacher and complement previous occupational experience considering such factors as:
 - a. Enlarging the scope of his contacts with distributive occupations
 - b. Exposure to new trends or types of distribution
 - c. Depth in specific competencies related to his teaching needs e.g., direct sales, advertising
 - d. Interaction with employers and supervisors who can contribute to the teacher's self-confidence and ability to work with businessmen.
3. Orient the teacher-observers to the objectives of the occupational experience so that their observations and activities at the training stations are directed toward achievement of specific objectives. The individuals who supervise the experiences in the firm should also be aware of the objectives and work toward their achievement.

4. Structure the observations by having a written plan agreed upon by the firm providing the training and by having the observers study specified characteristics of the work situation. Use structured techniques for gathering and reporting data such as:
 - a. Semi-structured interview questions
 - b. Critical incident reports (See Appendix)
 - c. Job description forms (See Appendix)
 - d. Training plan outlines
5. Adjust the training period in a firm to allow adequate time to study the business operation, the occupations, work environment and worker roles. The period could vary from four to eight days.
6. Provide seminars and instruction on occupational behavior and career development with the occupational experiences and observations - alternate time spent in the firm with seminar and instruction time.

Types of Occupational Experiences

Orientation

- Tour of departments
- Introduction to department heads or supervisors
- Overview of the operation and policies
- History and philosophy of the firm
- Exploration of management problems

Personnel Practices

- Employee selection (testing, interviewing, referrals)
- Training classes for rank and file
- Training program for management trainees
- Training materials (programmed texts, etc.)
- Career opportunities
- Promotion policies
- Personnel problems
- Scheduling of employee hours
- Employee benefit programs

Display

- Observation of planning or constructing displays
- Setting up department displays

Advertising

- Observation of planning advertising
- Use of various media
- Review of advertising program
- Composition of ads

Finance and Control

- Credit procedure
- Invoicing
- Analysis of reports
- Electronic data processing procedures
- Office occupations

Buying

- Accompany buyer in reviewing a line of merchandise
- Ordering procedures
- Unit control systems
- Central buying for branch stores

Stock and Receiving

- Working in stock rooms for a day
- Assisting in taking inventory
- Pricing stock
- Receiving and checking merchandise
- Tour of warehouse

Worker Roles

- Observe workers in various departments
- Interview workers in various departments
- Job analysis and description

Counseling Interview Critique Sessions

Each team composed of a distributive education teacher and a counselor was assigned a beginning worker at the firm where they were observing. The distributive education teacher, in consultation with the counselor, interviewed the beginning employee about his experiences, attitudes, and problems in adjusting to his job. The purposes of the interview were primarily to familiarize the teacher and counselor with the training and counseling needs of people when they begin jobs and to improve the counseling skills of the distributive education teacher.

The interviews were taped and played back in small group sessions. A counselor-educator and members of the group discussed the interview, in terms of the interviewer's behavior and the ways in which he could improve his counseling and abilities. The counselors in the group provided suggestions based on their training and experience. Then the interviewers conducted a second interview to apply what he had learned.

Not enough time was allowed in the training project to carry out this activity. While it was considered valuable by the teachers, the desired competencies could not be developed in the time allotted to the critique sessions.

Human Relations Training (T-Groups)

1. Have trained or skilled group leaders who can structure the group process according to the needs of the group as it proceeds.
2. Limit the size of the groups to 8-10 members. In training a large number of individuals in several groups, some considerations may be given to assigning individuals to groups to achieve some type of representation, e.g., male-female, counselors-teachers, experienced-unexperienced, etc.
3. Give the group training at the beginning of an institute or workshop in semi-marathon sessions which run continuously over a two-

to-three-day period, with time out for meals, coffee breaks, sleep, and possibly some recreation.

4. Conduct the training in a facility where the groups can be accommodated for meals and sleep, and away from the distraction of other activities and obligations.
5. Include non-verbal communication and physical contact activities early in the training to facilitate "openness", "human awareness", and "trust."
6. Provide a balance between task-oriented activities and analysis of group process and productivity.

Task-Oriented Topics

How to effect educational change
Roles of teachers or counselors in the school
Issues and practices in the schools
Needed curriculum changes

Group Process Analysis and Feedback

Evaluation of the group's productivity
Openness of group members
Extent to which group utilizes individual resources
Attitudes of group members
Personal styles of communication
Working relationships
Factors which help or hinder group progress and productivity

Didactic Instruction

The objectives of this training program included cognitive behaviors which are based on knowledge of theory and concepts of career development, work adjustment and problems of youth in a changing society. In order for teachers and counselors to perceive and analyze occupations, work environments and worker roles they must be able to identify the psychological and sociological dimensions of work as well as the technical requirements. In developing instructional materials for an occupational curriculum guide, they needed to become familiar with available materials and media being used to provide related instruction in the schools. Through lectures, discussions and reading assignments, the following concepts were studied:

1. Changed meanings of work
2. Problems of youth in maturing vocationally
3. Developmental tasks in vocational maturation
4. Theories of occupational choice
5. Criteria of vocational maturity
6. Employment and labor force trends
7. Changing roles of women
8. Occupational clusters
9. Process of acquiring skills, attitudes and behaviors related to work

10. Value clarifying learning experiences
11. Motivation to work
12. Psychological and sociological dimensions of work
13. Theory of work adjustment

Curriculum Materials for Occupational Education

School counselors and vocational educators worked together to identify important concepts of occupational behavior in a changing society and to develop learning activities which would lend themselves to incorporation into on-going subject-matter courses. Since curriculum planners have been criticized for not stating their objectives with precision, concerted efforts were made to state career development objectives in behavioral or performance terms that describe what the learner is to do or accomplish. The behavioral objectives, along with the learning activities, are in need of further refinement and development, but they were written such that the participants in the workshop would have a guide to help them get some projects started in their own schools.

The materials were developed in four small groups of 8 to 10 participants - half of the group members were distributive education teachers and half were counselors. A distributive teacher-educator and a counselor-educator from the project staff served as resource leaders in each group.

The behavioral objectives for career development were prepared by members of the project staff prior to the project. The objectives were drawn from the literature on career development and previous projects and studies focusing on career development. The small groups chose the objectives which they wanted to work on and determined how they would organize the resources of the group to develop the materials. In two groups, sub-groups were formed to work on different objectives. The other two groups discussed each objective as a total group and assigned individual members to write the suggestions which emanated from the total group.

The sample procedure shown on the following page is the task in which they were engaged. The complete list of objectives and examples of the suggested teaching learning approaches are given in the Appendix.

SAMPLE PROCEDURE # 1

Using a Behavioral Objective to Develop Learning Experiences

Objective: Examines and discusses the effect of different kinds and degrees of authority upon the power structure within the work situation (e.g., economic control, administrative power, educational development, technical proficiency, and interpersonal abilities).

Rationale: The young person starting on a new job may give the impression of resenting authority or resisting the power structure, or he may appear overly conforming because of a feeling of powerlessness. The problem, frequently, is in not under-

standing how authority and power are structured.

Enabling Objectives:

- Distinguishes between formal and informal power structures.
- Explains why individuals are given authority and control.
- Analyzes the power structure in a specific work situation.

Innovative Teaching-Learning Approaches:

1. Have students draw upon an organizational chart showing the formal power structure of a firm which employs workers in his preferred occupation. Have the student interview a supervisor or manager to determine the kinds and degrees of authority attached to various positions in the firm.
2. Ask students who are employed part-time to draw an organizational chart of the firm which employs them. Have the students identify the reasons why supervisors, department managers or certain individuals in the structure are given authority.
3. Have students form a corporation or firm to carry out a fund-raising project. Before electing officers and assigning functions and responsibilities, have them determine what qualifications the positions require. At periodic times during the project, have the students analyze who is exerting influence in the group decisions and why these individuals are able to lead the group.
4. Ask the students to determine the kinds and degree of authority associated with their preferred occupation. They should analyze and describe what qualifications the person must have to be given the authority or power required by the occupation.

EVALUATION

Results of Follow-Up Self Reports
Evaluation of Curriculum Materials
Evaluation of Productivity of Small
Groups on Curriculum Task
Changes in Vocational Needs Patterns

RESULTS OF FOLLOW-UP SELF REPORTS

1. Self-report responses by the participants in the project indicated the following evaluations on project objectives:

	<u>Number of Respondents</u>			
	<u>Not at All</u>	<u>Very Little</u>	<u>Some-what</u>	<u>Great Deal</u>
a. Improved ability to analyze jobs.	0	0	8	28
b. Increased awareness of psychological and sociological factors.	0	1	13	22
c. Benefited from taped counseling interviews.	0	2	17	17
d. Helped beginning worker who was counseled.	3	9	22	0
e. Identified variety of new occupational opportunities.	0	2	8	26
f. Changed evaluation of distributive opportunities.	0	1	20	14
g. Improved teaching and counseling capabilities.	0	0	7	29

2. Changes which distributive education teachers anticipated making in their teaching were:

More attention to individual differences
Emphasize careers for girls
More role exploration of jobs
More counseling and individual interviews
More cooperation with counselors
Use of critical incident techniques and case problems
Greater use of community resources
More attention to personal feelings and treatment of students
Broaden scope of students occupational awareness

3. Changes which counselors anticipated making in their counseling work were:

Attempt to implement career development curriculum
Encourage students to seek help from co-workers
More cooperation with vocational teachers
Emphasize career orientation
More attention to career planning problems
Use new group counseling techniques
Participate more in curriculum planning

Work more closely with teachers in career development
Help teachers plan creative learning experiences

4. The distributive education teachers cited the following ideas or benefits as being most important to them:

Additional occupational experiences
Individual interviews with workers
Awareness and respect for individuals
Cooperative relations with counselors
Career development concepts
Self-insight
Psychological dimensions of work
Video-tape feedback
Student involvement learning activities
Association and acceptance by group
Self-confidence and self-understanding
Group relations and group work
Understanding jobs and careers
Ideas to assist students in career development

5. Counselors cited the following ideas or benefits as being most important to them:

Insight to interpersonal relations and group dynamics
New perspective of DE coordinator's role
Group task activity
Techniques for analyzing jobs
Awareness of communicating problems
New meaning of work
Realistic contact with work and workers
Interchange of ideas with counselors and DE teachers
Objectives of career development

6. The parts of the training project which distributive education teachers cited as least valuable were:

Discussion of occupational observations
Length of time at some firms
Lack of worker contact at some firms
Lectures
Writing objectives
Listening to interview tapes

7. The parts of the training project which counselors cited as least valuable were:

Length of time at some firms
Writing job descriptions and incidents
Tape critiques
Critiquing interview tapes

8. In a nine-month follow-up evaluation, eighteen of the coordinators and eight of the counselors reported that they were using the small group process to which they were exposed with the students whom they counseled and taught. They were doing more group counseling and using small groups to improve teacher-student relations.
9. A majority of the participants indicated they were more sensitive to the needs of other individuals and had developed more confidence in themselves.
10. A majority of the counselors and coordinators used their occupational experiences and observations as examples in their teaching and counseling.
11. Eighteen of the participants indicated that they had used the curriculum materials in their teaching and counseling.
12. In the nine-month follow-up evaluation when participants were asked to evaluate the activities in the training project, they rated the activities as follows: (31 responding)

	<u>Extremely Valuable</u>	<u>Valuable</u>	<u>Of Little Value</u>
Human Relations Training Lab	22	7	2
Directed Occupational Experience	18	12	1
Seminars on Occupational Experience	5	22	4
Interviews and Taping Critique Sessions	7	14	10
Lectures and Discussion on Career Development	5	22	4
Curriculum Writing Task	5	17	9

EVALUATION OF THE CURRICULUM MATERIALS

Those who participated in the summer project will be the first to acknowledge that this product represents only a beginning. Much work lies ahead and many problems must be resolved in the process of producing effective career development learning activities. Many of the behavioral objectives duplicate each other; others remain general propositions about learning rather than achievements expected of learners. The learning activities were developed over a relatively short period of time and largely through brainstorming. They will need to be expanded and described more explicitly. The optimum time for introducing a given learning experience still remains to be empirically determined. Although the objectives have applicability to every stage of development, the learning activities will prove to be more appropriate for one stage than another. Multimedia techniques for stimulating learning remain to be developed, based on the behavioral objectives which have been

identified. Finally, there is the problem of preparing teachers in the underlying assumptions and concepts of these materials. Emphasis on career development introduces into the classroom an essentially foreign element. In the initial tryout of these materials, it is hoped that those participated in the summer project will work closely with their teacher colleagues, perhaps even engaging in team teaching.

EVALUATION OF PRODUCTIVITY OF SMALL GROUPS ON CURRICULUM TASK

GROUP I (Leaders Anderson and Klaurens)

This group wrote teaching and learning approaches for thirty-one of the behavioral objectives. They attempted to develop something for every objective that was assigned to their group. The writing and recording of this group was facilitated by one of the members of the group typing each day's work and having copies to distribute at the next meeting of the group. During the stage of getting ideas on paper the group divided into sub-groups of three's and rotated membership in sub-groups. This group was very cooperative in working together, and highly motivated to have their group make a good showing.

GROUP II (Leaders Anderson and Ashmun)

This group completed thirty-eight of the assigned behavioral objectives. There were members in this group which appeared to have greater commitment and responsibility for completing the task than some members of the group. There were some unusually good materials which were written by one counselor-coordinator team coming from the same school. This group worked in teams in the final stages of writing the teaching suggestions.

GROUP III (Leaders Tennyson and Klaurens)

Group III wrote teaching suggestions for fifteen of the behavioral objectives. This group selected the objectives which they wanted to work on from the ones assigned to them. They engaged in much discussion before getting anything on paper. There were several very creative people in this group, which is evidenced in the teaching suggestions. This group had some difficulty in getting each member to contribute.

GROUP IV (Leaders Tennyson and Ashmun)

This group completed only six of the behavioral objectives assigned to them, however, their work on several of these was more extensive and detailed than the materials developed in the other groups. Two of the group members, who had human relations lab training from another source, seemed to be the best contributors. The group attempted to do most of their work during group sessions which probably contributed to the extensiveness of their work on a few objectives. It seemed this group had some difficulty in organizing its members to undertake the group task.

The groups which had the human relations lab training were more committed and motivated to produce than the groups which did not have the lab. The former groups were better organized and depended less on the staff resource leaders to structure the work or establish the goals. The resources of the groups were better utilized in the Human Relations lab-trained groups. The groups which did not have the Human Relations lab training had difficulty in getting participation from all members in their groups and in handling responsibilities for getting materials into written form. It is possible that writing talent was not evenly distributed among the groups, although individuals were randomly assigned to groups. The human relations lab training seemed to help Groups I and II to accept the task and start productive activity early. Groups III and IV had to spend considerable time resolving interpersonal conflicts before getting any work done.

CHANGES IN VOCATIONAL NEEDS PATTERNS

It was hypothesized that human relations training, directed occupational experience and discussions on the meaning of work in the seminars and the curriculum materials group sessions would have an effect on the vocational needs patterns of the participants. The Minnesota Importance Questionnaire was administered prior to the training project and at the end to determine if there were changes in the needs patterns of the counselors and the distributive education teachers.

"The Minnesota Importance Questionnaire is designed to measure an individual's vocational needs. The questionnaire was developed within the framework of A Theory of Work Adjustment¹ (Dawis, England and Lofquist, 1964; Dawis, Lofquist and Weiss, 1968). This theory defines needs as the individual's preferences for reinforcing conditions in jobs."

The experiences and instruction during the training project were planned to give the participants insights into the psychological and sociological dimensions of work. The Minnesota Importance Questionnaire was used to determine if these activities would have any effect on the ways in which the participants themselves perceived psycho-social dimensions as it would be reflected in clarification of their own needs or in changed patterns.

The instrument uses two psychological scaling techniques comparative judgment and absolute judgment to arrive at MIQ scale values on 20 scales. The method of pair comparisons, a comparative judgment method, is used in items 1 to 190. For these items, each of the 20 statements is paired with every other statement to produce 190 pairs. In responding to these 190 items, the individual is asked to choose the one statement of the pair which is more important to him in his ideal job. These 190 items, therefore, provide information on the relative levels of the 20 vocational needs of the individual. They

¹Weiss, D. J., Dawis, R. V., England, G. W., and Lofquist, L. H., The Measurement of Vocational Needs. Minnesota Studies in Vocational Rehabilitation, 16, 1964, Minneapolis, University of Minnesota, Industrial Relations Center.

are also asked 20 statements separately and decide whether it is important or not important in his ideal job.

The scale values for each dimension range from -3.0 (of no importance) to +3.00 (of great importance). In administering the instrument with the participants in this project and analyzing the findings, scale values of +1.5 and above were considered moderately important and scale values of -.5 were interpreted as moderately low. The internal consistency reliability coefficients for the 20 MIQ scales range from .73 to .94 with a median of .82. The reported test-retest correlations ranged from .95 to -.44, with a median of .71. The reliability and validity of information on the instrument were considered adequate for use of the instrument in this study.

PERCENTAGES OF DISTRIBUTIVE EDUCATION TEACHERS AND
COUNSELORS WITH MODERATELY HIGH AND MODERATELY LOW
SCORES AT THE BEGINNING AND THE END OF TRAINING AS
MEASURED ON THE MINNESOTA IMPORTANCE QUESTIONNAIRE

	DE Teachers				Counselors			
	Mod. High		Mod. Low		Mod. High		Mod. Low	
	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
Ability								
Utilization	76%	90%			53%	47%		
Achievement	76%	86%			47%	60%		
Activity	9%	5%	24%	24%			27%	40%
Advancement	52%	52%			7%	---		
Authority	9%	9%	33%	43%	---	---	47%	53%
Company Policies	19%	14%			20%	13%	7%	7%
Compensation	9%	14%			7%	---	---	---
Co-Workers	9%	14%	5%		7%	20%	---	---
Creativity	43%	71%			33%	27%	7%	---
Independence	---	---	52%	62%			73%	60%
Moral Values	33%	38%			53%	60%	7%	---
Recognition	29%	33%	5%		7%	20%		
Responsibility	33%	43%			33%	33%		
Security	9%	9%						
Social Service	38%	43%			33%	40%		
Social Status	19%	9%	43%	38%	7%	---	27%	33%
Supervision, Human Relations	14%	9%			7%	---	7%	7%
Supervision, Technical	9%	9%	9%	5%	---	---	13%	20%
Variety	---	9%	19%	14%	13%	7%	7%	7%
Working Conditions	---	5%			---	---	13%	---

ANALYSIS OF MINNESOTA IMPORTANCE QUESTIONNAIRE

1. The ranked order of needs for distributive education teachers prior to the project were:

Moderately High Needs (1.5 to 3.0 scale value)

Ability Utilization, Achievement	.76
Advancement	.52
Creativity	.43
Social Service	.38
Moral Values, Responsibility	.33

Less than thirty-three percent of the coordinators indicated moderately high needs on the other factors.

Moderately Low Needs (-.5 to -2.0 scale value)

Independence	.52
Social Status	.43
Authority	.33

2. The ranked order of needs for distributive education teachers after the project were:

Moderately High Needs (1.5 to 3.0 scale value)

Ability Utilization	.90
Achievement	.86
Creativity	.71
Advancement	.52
Responsibility, Social Service	.43
Moral Values	.38
Recognition	.33

Moderately Low Needs (-.5 to -2.0 scale value)

Independence	.62
Authority	.43
Social Status	.38

3. The ranked order of needs for counselors prior to the project were:

Moderately High Needs (1.5 to 3.0 scale value)

Ability Utilization, Moral Values	.53
Achievement	.47
Creativity, Responsibility, Social Service	.33

Moderately Low Needs (-.5 to -2.0 scale value)

Independence	.73
Authority	.47

4. The ranked order of needs for counselors after the project were:

Moderately High Needs (1.5 to 3.0 scale value)

Achievement, Moral Values	.60
Ability Utilization	.47
Social Service	.40
Responsibility	.33

Moderately Low Needs (-.5 to -2.0 scale value)

Independence	.60
Authority	.53
Activity	.40
Social Status	.33

FINDINGS

1. At least ten percent more of the distributive education teachers had moderately high scores on Ability Utilization, Achievement and Responsibility after the training project than before.
2. Twenty-eight percent more of the distributive education teachers had moderately high scores on Creativity after the training project.
3. Ten percent more of the distributive education teachers had moderately low scores on Independence after the training project.
4. Fourteen percent more of the counselors had moderately high scores for Achievement after the training project.
5. Thirteen percent fewer counselors had moderately low needs for Independence. (They tended to score closer to a neutral position - neither high nor low.)
6. Using post-test scores, the percentages of distributive education teachers with moderately high scores on selected factors as compared to percentages for counselors are as follows:

	<u>Percentage DE Teachers</u>	<u>Percentage Counselors</u>
Ability Utilization	90	47
Achievement	86	60
Creativity	71	27
Advancement	52	--
Responsibility	43	33
Social Service	43	40
Moral Values	38	60
Recognition	33	20

7. Using post-test scores, the percentages of distributive education teachers with moderately low scores on selected factors as compared to the percentages for counselors are as follows:

	Percentage DE Teacher	Percentage Counselor
Independence	62	60
Authority	43	53
Social Status	38	33
Activity	24	40

DISCUSSION

The needs patterns of counselors differ from the needs patterns of distributive education teachers as measured on the Minnesota Importance Questionnaire, particularly with respect to the needs for Advancement, Creativity and Moral Values.

The scores of distributive education teachers as compared with counselors indicate that more distributive education teachers than counselors have needs which are moderately high. That is, more distributive education teachers than counselors have needs patterns which are distinguishable from the population in general.

For both groups, counselors and distributive education teachers, more indicated low needs for independence after the training project. Interpretation: More participants tended to prefer working with a group.

For both groups, the percentage of participants having moderately high needs increased. Interpretation: Needs of the participants tended to be clarified - more distinguishable from the population in general.

CONSISTENCY ON THE MINNESOTA IMPORTANCE QUESTIONNAIRE

There is a reliability score for each individual that indicates the consistency of the individual's responses. The score is derived from a Circular Triad with high scores indicating a greater number of inconsistencies. The range of Circular Triad Scores for counselors for the pre-test was 14 to 129 with the mean score of 51 and standard deviation of 27.8; for the post-test, the range was from 16 to 121 with the mean score of 42 and standard deviation of 25.2. The range of Circular Triad Scores for DE teachers for the pre-test was 22 to 102 with a mean score of 47 and standard deviation of 21.6; for the post-test, the range was from 11 to 121 with a mean score of 44 and a standard deviation of 26.2. There was a significant difference between the counselors and the DE teachers on their consistency in the pre-test; however, there was no significant difference in the consistency of the two groups on the post-test. Both groups had significantly lower Circular Triad Scores (higher consistency) on the post-test compared with the pre-test.

The consistency may indicate several things: stability of needs, clarification of values or motivation toward completing the questionnaire. Possible conclusions are that prior to the training, the two groups differed in one of these ways. After the training, they were more similar in their consistency and both significantly more consistent.

CONCLUSIONS AND RECOMMENDATIONS

Occupational Education Curriculum

Three schools in the metropolitan Twin City area that had teachers and counselors enrolled in the training project are engaged in curriculum projects to incorporate occupational orientation into their general education program. The learning activities, or some variation of the materials written in the project, have been presented to teachers in social studies, English, math, etc. The participants in the training project from these schools have provided leadership and assistance to teachers in getting these programs started. Whereas a teacher or counselor alone often has difficulty in getting new programs instituted, the project staff feels that working with teams of teachers from a school shows promise for developing new programs. The project staff hopes to develop some in-service programs in which "teams" from several schools are helped to develop occupational orientation programs.

Human Relations Training

It was hypothesized that the productivity and effectiveness of teacher group work would be improved by giving groups some human relations-group process training prior to beginning the group task work. Two groups received the training at the beginning of the project and two groups began the project without group process training. The two groups which received the training completed 31 and 38 of their tasks, as compared with 15 and 6 for the groups without the training. The cohesiveness and goal orientation was much greater for the groups which had the training. The two groups without training required more leadership and direction from staff members. The project staff believes there is value in spending some time at the beginning of such projects to train students (group members) to work together. This training is a variation of T-groups, sensitivity training, or training individuals to utilize the resources of their group to achieve group goals.

Counselor-Vocational Teacher Relations

Whereas the project staff had frequently been told of "strained" relations between counselors and vocational education teachers and failure of these two groups to understand each other's roles, an effort was made in this workshop to facilitate cooperation and mutual appreciation between these groups. The team approach in the exploration of the work environment and occupations, plus sharing of a counseling situation tended to bring the teachers and counselors

closer together in understanding and appreciating each other's roles. The project staff, distributive teacher educators and counselor-educators, and those who were enrolled in the project feel that the pre-service teacher-education program should provide more interdisciplinary learning experiences, in order that this mutual understanding is developed before teachers and counselors begin their teaching and counseling work in the schools

Directed Occupational Experience

Distributive education teachers and counselors who have had several years experience in the schools place a high value on the opportunity to get directed occupational experience. Three to six days of planned observations, structured interviews, worker contacts, and job analysis experiences are effective in providing new perspectives of occupations and examples which are useful in teaching and counseling. Employers are extremely cooperative in giving educational personnel a broad, realistic picture of occupations and business operations when the purpose of the program is explained to them. The project staff envisions further programs of exploratory experiences in business and industry for teachers in other disciplines, including academic, and for administrators as a way of bringing "education" and the "community" into closer cooperation.

Psycho-Social Dimensions of Work

Much of the training of teachers and counselors in the past seems to have minimized or overlooked the importance of the psychological meaning of work. Vocational education was conceived as giving students the necessary skills, technical information and work attitudes to meet the job performance requirements. Some attention was given to occupational adjustment skills such as human relations and personality development; however, very little effort has been made to help students find satisfaction and self-fulfillment in their work. While this project is only a beginning acquainting teachers with some new dimensions of occupational preparation and ways of exploring careers, the teachers and the counselors who have been exposed to these experiences feel that their students would benefit from exploration of the psychological and sociological dimensions of work. The instructional techniques used in the training projects have been replicated with success by participants with their students.

APPENDIX

Job Identification Facts
Critical Incident Technique
Incident Report
Behavioral Objectives for Career
Development
Examples of Suggested Teaching Learning
Approaches for Career Development in
the Curriculum
Self-Report Evaluation Form
Follow-Up Evaluation Form

Teacher _____

Firm _____

JOB IDENTIFICATION FACTS

Job Title _____ D.O.T. Code # _____

Other titles used _____ Male _____ Female _____

Brief summary of nature or function of job _____

Salary range: Minimum _____ Maximum _____ Average bonus or commission _____

Working hours: Average hours per week _____ Daily from _____ to _____

Number of nights worked _____

Overtime: _____ Never _____ Seldom _____ Frequent _____

Additional facts on hours: _____

Educational requirements: _____ Elem. _____ High School _____ Post-Secondary
_____ College: Special courses required _____

Job experience:

Previous experience required: _____ yes _____ no

Acceptable type and length: _____

Previous jobs normally held: _____

Next job in line of promotion: _____

Other promotion opportunities: _____

Supervision:

Supervision of others: Positions: _____

Supervised by: Position: _____

_____ Supervision is authoritative, worker makes no decisions

_____ Worker is given some supervision

_____ Worker has free rein, makes most decisions himself

Equipment:

On-the-job training: Length of time _____ Skills taught _____

Relationship to other jobs: Persons contacted regularly as part of job:
Within the company _____ Outside the company _____

Technical information used in job:

Other information:

Use of basic skills: Mathematics _____

Communication _____

(Use the reverse side of the sheet for any additional information)

100

Worker Characteristics

Much Some None

- Planning
- Directing others
- Writing
- Showing enthusiasm
- Being well groomed
- Controlling emotions
- Using arithmetic
- Working accurately
- Discriminating colors
- Talking
- Showing initiative
- Getting along with people
- Working at various tempos
- Concentrating amid distractions
- Remembering names and faces
- Remembering details
- Examining and observing details
- Attending to many items
- Making decisions
- Working rapidly

SALES JOB DESCRIPTION CHECK LIST

Circle type of business: retail,
wholesale, industrial sales

Job Title _____

Firm Title _____

Very Import- tant	Impor- tant	Unim- portant	
_____	_____	_____	1. Promoting and maintaining customer goodwill.
_____	_____	_____	2. Engaging in promotional work such as advertising.
_____	_____	_____	3. Checking on movement of customers' stocks and replenishing when necessary and appropriate.
_____	_____	_____	4. Making deliveries of products.
_____	_____	_____	5. Keeping informed about competitive products and activities.
_____	_____	_____	6. Stressing new ideas on which product applications are based.
_____	_____	_____	7. Arranging product displays for customers.
_____	_____	_____	8. Selling directly to consumers or users of the product.
_____	_____	_____	9. Introducing new products to customers.
_____	_____	_____	10. Calling directly on industrial firms.
_____	_____	_____	11. Taking orders for products from customers.
_____	_____	_____	12. Entertaining customers.
_____	_____	_____	13. Controlling business expenses.
_____	_____	_____	14. Developing tailor-made sales presentations for individual customers.
_____	_____	_____	15. Canvassing store-to-store.
_____	_____	_____	16. Calling directly on professional and technical persons.
_____	_____	_____	17. Compiling and maintaining a list of prospective customers and following up on leads.
_____	_____	_____	18. Calling directly on wholesalers and/or jobbers.
_____	_____	_____	19. Explaining company policy to customers.
_____	_____	_____	20. Giving technical and scientific advice concerning use of your product.
_____	_____	_____	21. Training others such as dealer salesmen.
_____	_____	_____	22. Helping customers in arrangement of catalogue display ads.
_____	_____	_____	23. Attending meetings, conferences, etc., to keep abreast of current developments in marketing and sales techniques.
_____	_____	_____	24. Originating technical ideas and designs.
_____	_____	_____	25. Working with customers on special problems concerning product uses.
_____	_____	_____	26. Demonstrating products.
_____	_____	_____	27. Handling complaints and/or service problems.
_____	_____	_____	28. Making estimates from blueprints and/or plans.
_____	_____	_____	29. Calling directly on retail dealers.
_____	_____	_____	30. Organizing and conducting sales meetings with dealers, jobbers, etc.
_____	_____	_____	31. Collecting payments from customers.
_____	_____	_____	32. Canvassing firm-to-firm.

Sales Job Description Check List, cont.

Very	Impor-	Unim-
Impor-	tant	portant
tant		

- | | | | |
|-------|-------|-------|---|
| _____ | _____ | _____ | 33. Keeping company informed of calls, orders, turn downs, etc, through appropriate record-keeping and reporting. |
| _____ | _____ | _____ | 34. Specializing in selling one product or a group of closely related products. |
| _____ | _____ | _____ | 35. Traveling and working with dealer salesmen in the field (making the "rounds" with them). |
| _____ | _____ | _____ | 36. Canvassing house to house. |
| _____ | _____ | _____ | 37. _____ |
| _____ | _____ | _____ | 38. _____ |

Job Title _____ Firm _____	Importance of needs of workers. (Importance card sort)				Satisfactions availa- ble in the job situa- tion. (Satisfaction card sort)					
	Very Un- imp.	Not Very Imp.	N	Imp.	Very Imp.	Very Dis- sat.	Dis- sat.	N	Sat.	Very Sat.
1. Ability Utilization	—	—	—	—	—	—	—	—	—	—
2. Achievement	—	—	—	—	—	—	—	—	—	—
3. Activity	—	—	—	—	—	—	—	—	—	—
4. Advancement	—	—	—	—	—	—	—	—	—	—
5. Authority	—	—	—	—	—	—	—	—	—	—
6. Company Policies and Practices	—	—	—	—	—	—	—	—	—	—
7. Compensation	—	—	—	—	—	—	—	—	—	—
8. Co-workers	—	—	—	—	—	—	—	—	—	—
9. Creativity	—	—	—	—	—	—	—	—	—	—
10. Independence	—	—	—	—	—	—	—	—	—	—
11. Moral Values	—	—	—	—	—	—	—	—	—	—
12. Recognition	—	—	—	—	—	—	—	—	—	—
13. Responsibility	—	—	—	—	—	—	—	—	—	—
14. Security	—	—	—	—	—	—	—	—	—	—
15. Social Service	—	—	—	—	—	—	—	—	—	—
16. Supervision- Human Relations	—	—	—	—	—	—	—	—	—	—
17. Social Status	—	—	—	—	—	—	—	—	—	—
18. Supervision- Technical	—	—	—	—	—	—	—	—	—	—
19. Variety	—	—	—	—	—	—	—	—	—	—
20. Working Conditions	—	—	—	—	—	—	—	—	—	—

Job Title _____
Firm _____

INFORMATION ON THE WORKER

Directions: After you have established a good relationship with the worker, try to obtain the following information. Do not ask the worker to fill in the sheet.

1. Why are you working: _____
2. Why did you choose this type of work: _____

3. How much leeway or freedom do you have in determining how hard you work: _____
4. What are the greatest pressures, strains, or anxieties in your work: _____

5. What special problems do new employees frequently have in adjusting to the job: _____

6. What are the most important personal characteristics for being successful in the job: _____

Supervisor's opinion also: _____

7. Are there pressures or demands of you outside of work that affect the performance of your job: _____

8. Do you get more satisfaction from your work or from activities outside of work: _____

Additional Comments: (Information that may be used in your narrative description.)

CRITICAL INCIDENT TECHNIQUE*

The critical incident technique consists of a set of procedures for collecting direct observations of human behavior in such a way as to facilitate their potential usefulness in solving practical problems and developing broad psychological principles.

By an incident is meant any observable human activity that is sufficiently complete in itself to permit inferences and predictions to be made about the person performing the act. To be critical, an incident must occur in a situation where the purpose or intent of the act seems fairly clear to the observer, and where its consequences are sufficiently definite to leave little doubt concerning its effect.

Certainly in its broad outlines and basic approach, the critical incident technique has very little which is new about it..... perhaps what is most conspicuously needed to supplement these activities is a set of procedures for analyzing and synthesizing such observations under more carefully controlled conditions.

In order that the final list of job requirements be valid, it must necessarily be based on data representing not the opinions or beliefs of the members of the group, but their actual experiences in the form of reports of behavior which led directly to the success or failure of the individual on important parts of the job. It is important that those behaviors be identified by those who describe them as especially effective or ineffective according to their own standards, not those of any outside person or group; also they should not be derived from stereotyped concepts traditionally listed whenever definitions of successful researchers are requested. For these reasons the Critical Incident Technique requires that reports of critical incidents be confined to descriptions of what actually occurred, leaving out inference or interpretation.

* Flanagan, John C., Critical Requirements for Research Workers, American Institute for Research, March, 1949, and "The Critical Incident Technique", Psychological Bulletin, Vol. 51, July, 1954.

Instructions for Observer Respondents

The purpose of this report is to gather information that will be helpful in preparing workers for sales and marketing occupations. Through the collection and study of a large number of observations (critical incidents) we can identify certain behaviors.

Daily, routine tasks that are performed by the employee are not especially meaningful for this study. It is the exceptionally competent actions or the especially ineffective practices of a worker we desire to uncover.

The description of an incident should be accurate and describe some special behavior in a single, specific situation. It should be something you have personally observed.

This information will be confidential in nature. You are asked only to provide specific information on the incident. Neither your name or the name of the person observed appear anywhere on the report.

Sample: Critical Incident Form

Job Title: Salesperson

Check one: ☐ Retail firm
☐ Wholesale firm
☐ Industrial sales

Incident Report

We are interested in learning what employee behaviors are especially effective or ineffective in the performance of a job.

Please describe in the space below a specific incident you personally observed an employee perform. Explain as briefly and clearly as you possibly can.

(1) What were the circumstances leading up to this behavior or act?

It was late in the afternoon and there were very few customers entering the department. The stock work had been done and the salespeople were not busy.

(2) What did the employee do or say?

He went to the telephone and called a customer whose name he had in his book. He informed the customer that some new suits had arrived that he thought were the right style and color and in the customer's size. He made an appointment for the customer to come in and try on the suits.

(3) What was the result of the employee's action?

The next day the customer came in and the employee showed him several suits from which the customer selected one.

Check one: ☐ This practice was effective.
☐ This practice was not effective.
Report by ☐ Teacher
☐ Employee
☐ Supervisor

Incident Report

Job Title _____

Check one: _____ Retail firm
 _____ Wholesale firm
 _____ Industrial sales

We are interested in learning what employee behaviors are especially effective or ineffective in the performance of a job.

Please describe in the spaces below a specific incident you personally observed an employee perform. Explain as briefly and clearly as you possibly can.

(1) What were the circumstances leading up to this behavior or act?

(2) What did the employee do or say? _____

(3) What was the result of the employee action? _____

Check one: _____ This practice was effective.
 _____ This practice was not effective.

Report by: _____ Teacher
 _____ Employee
 _____ Supervisor

UNIVERSITY OF MINNESOTA
College of Education

(1968 Summer Project, Distributive Education and Counselor
Education)

BEHAVIORAL OBJECTIVES FOR CAREER DEVELOPMENT

Behavioral objectives have been classified under seven broad instructional goals. In writing the objectives, an attempt was made to satisfy two out of a possible four criteria. Thus, the objective should:

1. Describe what the learner will be doing, i.e., the action required.
2. Describe the important conditions under which the learner must demonstrate his competence.
3. Specify the limits, scope or range of the problem situation.
4. State the standards of performance expected of the student.

Enabling objectives will have to be written in order to translate a number of the behavioral objectives into immediate learning goals. The behavioral and enabling objectives are to be employed in developing meaningful and imaginative learning experiences.

I. EVALUATES HIS INTERESTS, ABILITIES, VALUES, NEEDS AND OTHER SELF CHARACTERISTICS AS THEY RELATE TO OCCUPATIONAL ROLES.

1. Evaluates the relevance of his aptitudes and abilities for broad occupational areas.
2. Evaluates own abilities and characteristics with respect to responsibilities and tasks of preferred occupation.
3. Identifies and considers alternative occupations for which training, experience and interest requirements are sufficiently similar to those of the preferred occupation that they may serve as alternate career possibilities.
4. Describes how several occupations would provide a means of expressing his personality, satisfying his psychological needs, utilizing his talents and satisfying his basic needs of livelihood.
5. Describes how significant persons in his life differ widely in their makeups and their endowments of traits, abilities, attitudes and aspirations and expresses an appreciation of the value of these differences.
6. Examines and elaborates his own values as related to occupations, work situations and personal work behavior.
7. Examines preferred occupations in terms of his current life context, considering such factors as personal and parental aspiration, family background, personal values, etc.
8. Evaluates the relevance of his interests for broad occupational areas.
9. Evaluates the relevance of his psychological needs for broad occupational areas (e.g., controlling, organizing, helping, communicating, persuading, relating, etc.

10. Identifies the personal compromises he may have to make in order to attain his chosen occupational goal.
11. Verifies how management of resources may affect individual standards of living at home, at work and in the community.
12. Verifies how management of resources may be influenced by values and experiences.
13. Uses stimuli provided by the occupational world to analyze self and the kind of person he wishes to become.

II. EXPLORES BROAD OCCUPATIONAL AREAS IN TERMS OF OPPORTUNITIES, POTENTIAL SATISFACTIONS, REQUIRED ROLES OF WORKERS AND OTHER RELATED DIMENSIONS.

1. Obtains occupational experience as an essential part of his orientation to and introduction into the work culture.
2. Increases the range of occupations and their functions and requirements of which he has knowledge.
3. Identifies the multiplicity of kinds of interest satisfied by a few jobs in each broad occupational area (e.g., likes work with people, likes to work alone, likes to work outdoors, likes to work with data and information).
4. Identifies the kind and scope of capabilities required by a few jobs in one occupational area of his choice (e.g., focusing a microscope, scaling a drawing, deciding upon the proper statistical routine, developing an approved approach to customer services).
5. Describes occupational hierarchies associated with the preferred occupation and requirements for moving to a higher position.
6. Elicits information about what persons with experience and training in the preferred or selected occupations are receiving as compensation (fringe benefits, salary, etc.).
7. Identifies the occupational areas which provide him with ego-involvement kinds of activity.
8. Verifies how varying needs for personal independence may be met by different occupations and work settings.
9. Assesses potential satisfactions and dissatisfactions associated with preferred occupation (e.g., a sense of accomplishment or no sense of accomplishment, recognition from subordinates or peers or unhappy co-worker relationships, high or low income, taking responsibility, routine or repetitive tasks, social status in the community, undesirable working conditions and working hours, and opportunity to develop unique solutions to problems).
10. Assesses the psychological and economic costs of performing a given occupational role.
11. Examines life styles and way of living associated with a few occupational areas or areas of his choice.
12. Analyzes social roles and social demands required for successful performance in preferred occupations.
13. Gathers evidence of the effect of general level of employment or growth in the economy on job opportunities.
14. Assesses the extent to which technological change may affect the employment opportunities and task requirements of a

preferred occupation.

15. Identifies social and economic growth trends and their potential effects on broad occupational fields and preferred occupations.
16. Interprets statistical data and draws conclusions about occupational and industrial employment trends, their expansion or decline.
17. Identifies the various job ladder or career progression possibilities of a few jobs in each broad occupational area.
18. Determines whether preferred occupations require high levels of geographic mobility.
19. Lists factors which may influence job stability, advancement or failure in his preferred occupation.
20. Compares immediate rewards with long-term rewards in several occupations.
21. Weighs the economic rewards against the psychological rewards in considering preferred occupations.

III. EXPLORES THE PSYCHOLOGICAL MEANING OF WORK AND ITS VALUE IN THE HUMAN EXPERIENCE.

1. Assesses the contribution of a wide range of various occupations to society.
2. Analyzes the value which society places upon personal endeavor and achievement in light of his own values.
3. Begins to formulate a concept of his place, obligation, and destiny in society.
4. Cites examples of how society is benefited by the willingness of individuals to utilize their abilities in vocational tasks.
5. Affirms and demonstrates the conditions that are essential for a balanced and productive life and the part that vocation may play in the overall scheme.
6. Views work as a principal instrument for coping with and changing man's environment.
7. Distinguishes between work as acceptance of employment with the primary objective of securing the income it provides and career which carries with it a whole series of expectations.
8. Appraises the social worth of work performed at different socio-economic levels.
9. Values work not alone for what it affords in consumption of goods and services, but for the intrinsic meaning it makes possible for him.
10. Contrasts the meaning of work in an economy of abundance as opposed to an economy of scarcity.
11. Identifies the changing meaning of work.
12. Summarizes the ways in which his preferred work contributes to the welfare of mankind.
13. Obtains information about the way in which his preferred occupation might affect his community and family life, his residential or geographic mobility, his type and amount of leisure-time activities.
14. Discusses the extent to which he is free to move among the three possible choices: work, play and creative leisure.
15. Employs his leisure time in ways that are meaningful to him.

16. Considers the work contribution of woman to be as socially significant as that of man.
17. Acknowledges that many women will need the stimulation and rewards of a work role in addition to a family role.

IV. UNDERSTANDS MODERN WORK ORGANIZATION AND ITS AGGLOMERATE MILIEU.

1. Investigates and discusses the way in which management, labor, government and public dynamics interact to influence work life.
2. Demonstrates familiarity with those factors which stimulate or retard vocational opportunities (e.g., the role of taxation, emphasis on production of consumer goods as opposed to capital goods, lending policies, etc.).
3. Examines typical organizational charts to determine how business structures, the authority of specialists and their relationships with each other.
4. Debates the benefits of patterned behavior in a social institution as against the advantages of individual initiative.
5. Assesses the effect of the power structure on the role of a worker in a work situation.
6. Examines and discusses the effect upon the power structure within a work establishment of different kinds and degrees of authority he or others may bring to the situation (e.g., economic control, administrative power, educational development, proficiency of skill, and interpersonal abilities).
7. Cites examples of social and economic laws, regulations, and/or customs which legislate the individual's activities in the work situation.
8. Explains the interdependency of all workers and work talents in contributing to the general economic welfare.
9. Disavows the traditional division of labor by sex by citing developments which have reduced its importance (e.g., increasing mechanization of routine and physically heavy work, general development of household equipment, planned parenthood, child care facilities, etc.).

V. POSSESSES AN AWARENESS THAT THE INDIVIDUAL'S ROLE IN WORK IS TIED TO THE WELL-BEING OF THE COMMUNITY.

1. Demonstrates in his vocational planning an interest in contributing to society in ways that go beyond that which is necessary for him to carry his own weight in the social structure.
2. Debates the appropriateness for our time of the ethic of fair exchange versus an ethic of cooperative giving without any promise of return.
3. Examines the issue of work in America can help to overcome the poverty in which the majority of mankind is steeped..
4. Identifies with a wide range of communities and attaches to the simultaneous memberships varying degrees of weight in accordance with his own tests.
5. Analyzes the extent to which individual welfare is dependent upon the well-being of all people in the society.

6. Investigates and describes how an individual's social roles in the community are influenced by the work he does and how well he does it.
7. Gives examples and analyzes the courses of unethical and illegal practices in the business community (e.g., anti-trust violations, collusive bidding on government contracts, private deals with suppliers in a flagrant conflict of interest, etc).
8. Analyzes the extent to which business operates on the principles of individual self interest or social responsibility.
9. Analyzes the extent to which unions operate on the principles of individual self interest or social responsibility.
10. Appraises the occupational role for its potential as a source for human expressions of self.

VI. EXHIBITS PLANFULNESS IN STRIVING TO ACHIEVE OCCUPATIONAL GOALS AND OBJECTIVES.

1. Verbalizes about and plans his current school experience so that it fits into the pursuit of his occupational goals.
2. Selects a job which holds potential for contributing to his long-range vocational development.
3. Validates the accuracy of occupational information he has received.
4. Seeks information about what skills are needed to get a preferred job.
5. Seeks information about how to get ahead on a job.
6. Identifies major obstacles or impediments which may affect educational or vocational progress (e.g., personal - ability, aptitude, situational - illness, finances, or social - race, religion).
7. Anticipates and prepares for change in career by identifying skills or knowledges utilized in the preferred occupation which may transfer to another.
8. Projects a career plan which reflects an understanding of the principle that the satisfaction an individual obtains from his life work is related to the degree to which it enables him to implement his abilities, interests, values and other self-characteristics.
9. Demonstrates a commitment to the idea that he should have a plan for educational vocational life by actually taking steps to formulate such a plan based upon sound information and a selective use of resources.
10. Identifies factors which may have most relevance for his career decisions (e.g., work preparation and experience, employment trends, easy job, family pull, etc.).
11. Projects himself into future life-style associated with preferred occupation.
12. Critically evaluates the career advice given by significant others.
13. Describes his preferred occupation in terms consistent with occupational literature and real contacts with workers, rather than a stereotyped conception.
14. Delineates the basis upon which the employer decides whom he will hire when he has a great many applicants for the job.

15. Makes explicit whether he seeks a job environment which allows for autonomy and individual achievement, or one in which his rewards will be physical.
16. Identifies and utilizes available resources for obtaining information about occupational characteristics, requirements or employment data.
17. Communicates effectively to others about his vocational abilities, interests, and plans, orally or in writing.
18. Makes career plans which take into account the fact that technology and automation influence change and may create the need for transferable skills.
19. Knows and uses sources which provide information concerning the content and prerequisites of various educational and training courses.
20. Assesses own abilities and financial resources available to the educational requirements for preferred occupations.
21. Identifies sources of financial aid for further education or training and the requirements or restrictions of specific assistance.
22. Evaluates the quality of education, job training, or work experience in preparing for a preferred occupation.
23. Accepts responsibility for making occupational choices and moving toward goals.
24. Formulates an educational and/or training plan to prepare himself for a given occupational field or preferred occupation.
25. Accepts that life in the future will become a matter of continuing educational preparation for work.
26. Predicts his chances of reaching the level to which he aspires in the occupational area of his choice and can give good reasons for this self-evaluation.
27. Examines the vocational expectations significant others have for him and how these expectations affect his career plans (e.g., parents, friends, teachers, employer, peer groups).

VI. THROUGH HIS WORK-RELEVANT BEHAVIOR SHOWS THAT HE IS ACQUIRING A CONCEPT OF SELF AS A PRODUCTIVE PERSON IN A WORK-CENTERED SOCIETY.

1. Demonstrates the ability to identify information that should be included in a resume and/or application form.
2. Demonstrates through his own dress and manner the importance of personal appearance with respect to employability.
3. Assumes appropriate behavior for an employment interview.
4. Actively seeks information about rules, policies, and expectations associated with a given work task or work environment.
5. Considers appropriate factors in selecting employers (e.g., advancement, company policies, salary increases, and opportunities for growth).
6. Selects potential employers and locates suitable job vacancies.
7. Assesses individual attitudes toward self and how these affect or influence performance in the work situation.

8. Participates in individual and group experience which contribute to personal development (e.g., discussion, reading, observation).
9. Shows a genuine concern for and responsibility toward colleague workers.
10. Demonstrates perceptual sensitivity to the needs of co-workers and employers.
11. Analyzes how his needs and values are expressed through personal behavior and ethical standards of conduct in the work situation.
12. Discovers and verifies several ethical questions that confront workers in his preferred occupational field.
13. Describes how individual physical and mental health are related and how they may affect the work situation or be affected by it.
14. Expresses vocational maturity through a personal involvement in the work task and situation, responding positively to problems and showing a degree of importance.
15. Demonstrates an ability to reconcile varying expectations regarding role performance in a given work situation.
16. Contributes positively to group effort and group goals in a work situation by comprising at times and exercising influence on group goals.
17. Demonstrates an awareness of the dynamics of group behavior in a task-oriented situation.
18. Demonstrates the ability to depend on others and to be depended upon in the work environment.
19. Handles own position of authority in work environment in ways which lead to effective realization of personal goals and development of others.
20. Copes with authority in the work environment in ways which lead to effective realization of personal goals and development.
21. Analyzes objectively the motivations of significant others in the work environment who hold varying expectations regarding the worker's performance.
22. Elicits and considers suggestions and evaluations regarding a given work performance.
23. Evaluates the importance of work, leisure and home roles in determining what expenditures of personal effort and resources are to be given to task or goal.
24. Manages leisure time, work time, and home time to effectively achieve his goals.
25. Relates his own pattern of response with respect to prescribed versus discretionary requirements of a work task.
26. Demonstrates ability to handle and use success or failure constructively.
27. Performs in a given work situation in a manner to indicate he understands.
28. Demonstrates effective work habits by checking the quality of his product or effort.
29. Demonstrates effective work habits by utilizing communication skills when giving or evaluating instructions.
30. Demonstrates effective work habits by breaking work tasks into logical units.
31. Demonstrates effective work habits by planning and scheduling work.
32. Identifies those items which should be included in a work report.
33. Perceives himself to be successful in coping with new social and work roles.

**SUGGESTED TEACHING-LEARNING APPROACHES
for
CAREER DEVELOPMENT IN THE CURRICULUM**

The following pages are examples of the suggested teaching and learning approaches which were developed by the participants in the training project. The groups selected the behavioral objectives from the list given on the preceding pages. After discussing the objective they wrote a rationale, prepared enabling objectives and some suggestions for teaching and learning activities.

SAMPLE PROCEDURE # 1

USING A BEHAVIORAL OBJECTIVE TO DEVELOP LEARNING EXPERIENCES

Objective: Examines and discusses the effect of different kinds and degrees of authority upon the power structure within the work situation (e.g., economic control, administrative power, educational development, technical proficiency, and interpersonal abilities).

Rationale: The young person starting in a new job may give the impression of resisting authority or resisting the power structure, or he may appear overly conforming because of a feeling of powerlessness. The problem, frequently, is in not understanding how authority and power are structured.

Enabling Objectives: Distinguishes between formal and informal power structures.

Explains why individuals are given authority and control.

Analyzes the power structure in a specific work situation.

Innovative Teaching Learning Approaches:

1. Have students draw upon an organizational chart showing the formal power structure of a firm which employs workers in his preferred occupation. Have the student interview a supervisor or manager to determine the kinds and degrees of authority attached to various positions in the firm.
2. Ask students who are employed part-time to draw an organizational chart of the firm which employs them. Have the students identify the reasons why supervisors, department managers or certain individuals in the structure are given authority.
3. Have students form a corporation or firm to carry out a fund-raising project. Before electing officers and assigning functions and responsibilities have them determine what qualifications the positions require. At periodic times during the project, have the students analyze who is exerting influence in the group decisions and why these individuals are able to lead the group.
4. Ask the students to determine the kinds and degree of authority associated with their preferred occupation. They should analyze and describe what qualifications the person must have to be given the authority or power required by the occupation.

Objective: Identifies personal qualities which enhance or threaten personal relations and considers these behavior changes beneficial to implementing career goals.

Rationale: There are a wide variety of personal qualities evident in people which may result in success in personal relationships and performance on the job. An awareness of these provides the basis for behavioral change.

Enabling Objectives: Identifies personal qualities which result in successful interpersonal relations.

Identifies personal qualities which may hinder the development of meaningful interpersonal relations.

Acknowledges the importance of interpersonal relations as they relate to satisfactory employment.

Assesses own personal qualities.

Affirms that personal qualities such as abilities, attitudes, traits, and aspirations, are a function of learning and that behavior can be changed when there is a need.

Innovative Teaching and Learning Approaches:

1. Have the class identify as many types of personal characteristics as possible (for e.g. friendliness, small talk, ability in front of a group, grooming, etc.). Then, in given situations, have students determine which characteristics are proper and improper as well as which are controllable and uncontrollable. For example, qualities looked for in a teacher, friend, leader, employer, etc.
2. Have students do a word sketch to assess personal qualities and rank those qualities in order of value to the student. (also see Activity #9).
3. Have a personnel manager speak to the class on the importance of interpersonal relations in a satisfactory work situation.
4. Have a team of five or six individuals perform a task while the rest of the class observes and notes group interaction and interpersonal relations. Discuss group findings at the end of the task (e.g. of tasks: Bulletin Board, class store, industrial arts shop, etc.).
5. Bring in a local employer and have him describe three of his most valuable employees (give traits, abilities, etc.). Then help the class to see that each of the three individuals are different yet, there are common traits and abilities that make these people valuable to their company.
6. Have a group of students investigate sources of occupational information. (See the guidance office for sources [evidence points to the fact that personal characteristics are the chief cause for terminating employment rather than lack of ability]).
7. Give class members a list of the names of students in the class. Ask them to write the three most valuable personal attributes of each pupil (including himself), as they perceive them. Examples of attributes may include friendliness, math ability, physical strength, ability to speak before a group, etc. Inform each student of the attributes others perceived in him and compare them with self-perceptions. Discuss with the class the uniqueness of individ-

uals and how different occupations allow for a variety of skills and attributes.

8. Have a resource person (counselor, school psychologist, doctor, etc) discuss the dynamics of personality development as background to the formation of attitudes toward behavior change.

9. Have students write a personal sketch indicating strengths and weaknesses in interpersonal relations. Then have students look at their personal characteristics and select those which he is satisfied with and won't change. For those characteristics he wants to change, have him indicate the direction of the change. The student should suggest ways of making the changes indicated. (Student resources---counselors, other teachers, etc.).

OBJECTIVE: Evaluates the relevance of his interests for broad occupational areas.

RATIONALE: The individual is more likely to be successful in and receive more satisfaction from an occupation in which he has an interest. An early step then, in vocational exploration, should be to determine and relate interests to broad occupational areas.

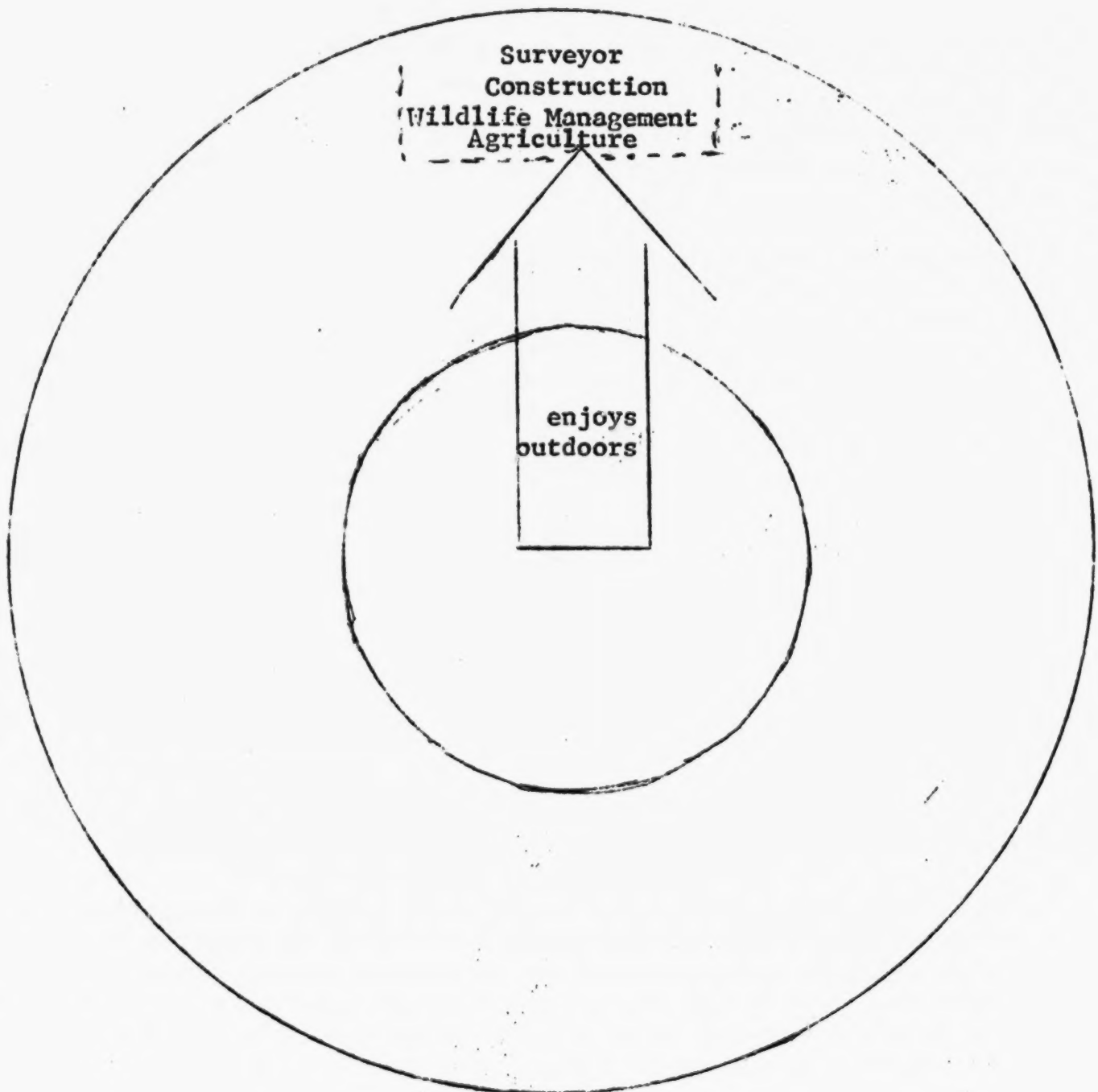
ENABLING OBJECTIVES: Distinguishes between abilities, interests and aptitudes.
Distinguishes between specific occupations and broad occupational areas.
Determines his interests, both expressed and measured.
Identifies those broad occupational areas relating to his interests.

INNOVATIVE TEACHING LEARNING APPROACH:

1. Make a dial chart of interests which may be pertinent to an occupation and of related occupations. (See attached chart) The inner circle can be rotated to show selected interests in the opening. As an interest appears, the attached arrow indicates several occupations which would satisfy that particular interest. Interest areas could be taken from either the Kuder or several subject interests.
2. Compare junior high or earlier interests as determined by various interest tests with those expressed or indicated in current testing to show how interests change. Then discuss the reasons for the changes.
3. The student puts each of his various interests which may be pertinent to selecting an occupation on a 3 x 5 card. He then sorts them according to the following criteria: (1) Strong (2) Moderate (3) Average (4) Below average (5) Weak. He then does the same with various occupations in which he may be interested.
4. Make a weighing scale or borrow one from the school lab. Make blocks of various weights to indicate importance of persons interests and abilities. By placing the interest blocks and the ability blocks on the scale and allowing them to offset each other, it will be seen that some particular abilities are more important than interests and vice-versa.
5. Have students select particular occupational interest areas and then divide into related groups and interview teachers in these areas. A leading question might be: What interests are related to that particular subject?
6. Interview people as to what courses they were interested in high school to see relationships with their current occupations.
7. Make video-tapes of subject areas which relate to occupations and how specific things in the class are related to specific work tasks. This could be a departmental or inter-departmental project. The film should deal with the question, "What does this course(s) have to do with the world of work?" Students should be utilized as much as possible in filming. A suggested length is one-half hour. Maybe a mock "academy award" could be given for the best film.

8. Make two dimensional chart of either subject area or Kuder interest areas. Under each interest area list occupations of interest. These could be ranked according to level of training or education -- or the student could determine training level after the list is completed.
9. Put several student's interest patterns on cards. Have the class discuss how various life styles could apply to these patterns.

DIAL CHART OF INTERESTS



lation to their proposed schedule. Have them discuss their reasons for deviations in light of appropriateness, responsibility, and peer pressures to jump to quick decisions instead of planfulness of actions.

6. To help students understand the use of people as a resource, have them debate the issue "It's not what you know, but who you know." The teacher might follow this activity with general discussion. When does using another person become exploitation? How dependent are we upon personal contacts in getting that first job? Is exploitation of others evident in our school? In classes? In club activities?
7. Debate the choice of a new car or a used car. Perhaps a good used car will have less depreciation expense and give adequate service. Get help in selecting a good used car.
8. Keep a budget. Plan expenditures. Discuss which items could be eliminated to keep costs down.
9. Learn the truth about fabrics and fashion through library publications. Good taste is possible by careful selection and home sewing.
10. Many home repair jobs can be done by the do-it-yourself method.
11. Home freezer, garden, home cooking of less expensive goods and meat cuts may be nutritious but budget wise.
12. Family games, hobbies carefully selected reduce recreation costs.
13. Use neighborhood exchange for babysitting.
14. Read ads before shopping. Make list and avoid impulse buying.
15. Buy at the end of the season if it is a name brand item that retains fashion for a longer time.
16. Watch and know which and when seasonal sales will be advantageous in buying.
17. Avoid buying Christmas gifts in December.
18. Study consumer reports and market research studies.
19. Compare products before making a selection.
20. Pay cash as much as possible. Reduce the length of loan time.
21. Learn to shop in budget basements, discount stores. But buy quality regular price items for those garments etc. that require daily durability. Pay less for a party dress to be worn once; more for dress or suit which is to be worn repeatedly.
22. Become acquainted with expert sales persons who direct you to better selections.
23. Have students identify ways they get good values for less money.

Objective: Verifies how management of resources may affect individual standards of living at home, at work, and in the community.

Rationale: Each person has his own unique set of resources (e.g., financial, time, special talents, interests, health, family position, perceived freedom of choice, etc.) These resources contribute to his uniqueness. Whether he uses these resources or not, and how he uses them, determines his way of life and his eventual satisfactions and dissatisfactions.

Enabling Objectives: Identifies those resources available to him and to close associates.

Determines what ways he will need to manage resources to accomplish his life goals and aspirations.

Innovative Teaching-Learning Situations:

1. Have a credit adviser or banker talk to the class about the problems people have regarding the management of money and credit and how money management problems affect one's home life, his work, and his community life.
2. Through written assignment and/or class discussion, teachers of English, humanities, or world history may offer students an opportunity to contrast their lives with the fatalistic philosophy of ancient Greek life. The belief of the Greeks that they were unable to control their own destiny may be compared to 20th Century living. Tragedies written by such authors as Aeschylus and Sophocles could serve to stimulate this kind of analysis.
3. On Monday, assign the students to keep a diary for the week which will record their activities each half-hour. On Tuesday check to make sure that all are keeping these diaries. On Wednesday, assign a long, tedious kind of assignment which will take quite a bit of time. This assignment will be due on Friday. At the beginning of class on Friday, have each student clip his diary to his assignment and also substitute a number for his name. Arrange the students in groups of five and give them five assignments and diaries at random. Have the students discover which assignments were done carefully and completely and which were done poorly or not at all. When ask them to determine from the diaries whether those who did poorly could have spent more time on the assignment.

Each group should report to the class their findings and observations. Those students who did finish the assignment allocated their resources of time to assure successful completion of the task.

Those failing to complete the assignment were more likely to have made poor use of their time. How one manages the resources of time is a decision he will make. With respect to the task at hand, have the students discuss the implications (both positive and negative) of choosing not to utilize fully the time available.

4. Suggest that each student interview a worker in his preferred occupation. The purpose of the interview will be to discover what resources the worker had available to him and how management of resources contributed to achievement of his goals.

5. Have students set a goal to be reached in one or two weeks. After the students have identified the goal they should write up a schedule of the time they will utilize to accomplish all their obligations and their goal. As they go through the coming days have them note any deviations of time spent in re-

OBJECTIVE: Identifies the multiplicity of kinds of interests satisfied by a few jobs in each broad occupational area (e.g. like to work with people, like to work alone, like to work outdoors, like to work with data and information.)

RATIONALE: A number of interests may be satisfied through a broad spectrum of jobs.

ENABLING OBJECTIVES:

Groups interests into general categories (e.g. working with people as compared to working with machines and things, or handling data.)

Relates interests (grouped) to broad occupational areas.

Examines specific interests in relation to specific jobs.

Examines jobs that will yield a common bond in that many interests are mutually satisfied.

Examines the proposal that in a broad area many satisfactions may be served while in a specific related job these interests may not be met (e.g. working in the field of advertising, an illustrator may not be working primarily with people)

INNOVATIVE TEACHING LEARNING APPROACH:

1. Have students go to the D.O.T. or similar functional classification system and find three occupations that have same personal characteristics. Following this, in terms of broad occupational areas have students survey interests of workers in certain jobs. Then bring this information back to the classroom and examine data for common bonds of interest. (Data, people things)
2. Have students write narrative job description including psycho-social dimensions of the job (e.g. personal interests advisable, personality characteristics, physical attributes, role-relationships, etc.)
3. Have students select a particular interest (e.g. out-of-doors, people, art, etc.). In terms of that interest (or groups of interests) have students attempt to find a job in each broad occupational area that would serve the designated interest. For job titles, students may use D.O.T. Standard Industrial Classification, career books and other similar resource materials.
4. Have students identify own interests. May use Kuder Inventory, examine leisure time activities, etc. Then have students research occupational resource materials to identify a job in each of the broad areas of classification in which they can realize those interests. Instead of written resource materials, students could interview people in the community to identify occupational areas that would satisfy interest patterns.

Objective: Verifies how varying needs for personal independence may be met by different occupations and work settings.

Rationale: People have varying needs for personal independence. Jobs provide different opportunities for personal independence. Select a job that fulfills his needs for personal independence.

Enabling objectives: Identifies characteristics of personal independence as a psychological need.

Compares the varying degrees of personal independence found in various jobs.

Identifies a number of occupations and work situations in terms of the opportunities for personal independence which they provide.

Innovative Teaching-Learning Approaches:

1. The teacher designs and/or locates and administers an instrument that measures personal independence and discusses the results in terms of personal need for independence and what their personal needs are. (Cattell's 16 Personality Factor Test)
2. Interview business personnel or employees and/or review job descriptions to determine the degree of independent and dependent actions the employer or employee makes. Discuss differences in the amount of independence given individuals in the same job or occupation and why these differences occur.
3. Make a study of line and staff structures of the school organization. Group activity to rate dependence or job independence among a number of job settings.
4. Select several occupations from the Industry System of Classification and investigate job settings within these occupations. Identify the different opportunities for dependent and independent actions in the occupational areas selected.
5. Analyze the relationship of independent and dependent activities in the preferred occupation of the individual student. Have students relate this information to his own need for personal independence.
6. The teacher in a particular subject area is encouraged to relate careers or job settings from his field to students identified needs for dependence and independence (e.g., when does a chemist have to act independently and how is he dependent on others; mathematician, journalist, accountant, etc.).

Objective: Assesses the extent to which technological change may affect the employment opportunities and task requirements of a preferred occupation.

Rationale: The speed with which business and industry are undergoing change requires that young workers have the knowledge necessary to predict the impact of these changes upon their chosen occupation.

Enabling Objectives: Explains the concept of data processing.

Projects uses for data processing in his preferred occupation.

Analyzes the results of these projected uses for data processing and shows evidence of sound career planning which takes these factors into account.

Innovative Teaching-Learning Approaches:

1. A regional chain of discount stores keeps track of every single transaction which takes place in its stores. Every item stocked has a number. When the item is sold this number is punched onto a tape in the cash register. The information is then fed into a computer. When new stock is received by the store, this information is fed into the computer. When customers return merchandise, this information is also fed into the computer. Let's look at the jobs in the store and try to discover how they have been affected by the computer.

a. The check-out girl. Those of you who have been in a large discount store know that most of the purchases are put into a shopping basket and brought to a cash register. The check-out job has not been considered a difficult task. Today, in addition to pressing the buttons on the register to record the prices of the items purchased, the girl must record the stock number. Because of the computer, she must make no mistakes.

One store manager was heard to say, "I would rather one of my check-out girls would make a mistake and charge a person 10 cents on a \$1 item than to make an error in recording the IBM number.

Why is it important that the check-out girl doesn't make any mistakes? Why would the store manager make that statement?

b. Role-Play. This firm has a large number of people who work in a central office. It is the job of these people to buy the merchandise for the stores to sell. They are called buyers. Generally a buyer is responsible for one department or for a series of related departments (such as rugs and draperies, or household kinds of goods, etc.) Before computers were used, buyers didn't really know how many goods were being sold unless someone went to the store and counted how many goods were left over. They often guessed how many items would have to be ordered and as a result they often were out of some items and had too many of others.

You are the president of this company. You have just hired a person to help you run your new computer. This person is called a programmer. Explain to him the problem that your buyers are having and make some suggestions as to how the computer could help the buyers.

c. This firm also has a number of department managers in each store. As you would imagine, the department manager is responsible for the sales within his department. Previously, it was very hard to know what other department managers

in other stores were doing. If you wanted to know, for instance, if the hardware managers in the other stores were selling as many hammers as you are, you would have to call up each one of them and ask. They would have to go out and count the hammers that they have left, and subtract that from the number that they received. Most of them couldn't find the sheet that told them how many they received and so even though you called them all, they couldn't tell you anyway.

As president of the firm, one of the department managers has asked you how he can find out whether or not other stores are selling more hammers than you are. Explain your problem to the programmer and tell him what information you should have in order to help this department manager.

d. Each store in this organization has a man who is responsible for everything that happens within that particular store. This man is called the store manager. One particular store manager has had trouble with one department. For some reason this department doesn't sell as much as he thinks that it should. When he asks the department manager about this, the department manager says, "How do you know how much my department should sell? I think that we do all right."

As president, the store manager calls you with his problem. What suggestions can you make?

2. Read a text which predicts change such as Skinner's Walden Two or Edward Belamy's Looking Backwards to discover the change on a historical basis. Analyze what has been, what is now, and what will be.

3. Get a resource speaker who will project changes in the future.

4. Identify duties common to a job in the past, present and future.

5. Analyze a part-time job and make predictions of what changes can occur. Determine what changes should be made to perform the job more effectively or efficiently. Discuss suggested changes with training sponsor and report back to the class the training sponsor's reaction to suggestions.

6. Have a panel of retired people talk to the class about changes that occurred in their occupational field over the years and how they went about meeting new requirements of the jobs they held.

OBJECTIVE: Cites examples of how society is benefited by the willingness of individuals to utilize their abilities in vocational tasks.

RATIONALE: The young worker may feel it makes little difference to society if he uses his abilities on the job or not. As a consequence, he may be developing very little feeling of self-worth through his job. Knowing of specific instances where society has benefited from a person's willingness to use his abilities, may serve as a motivational force for the worker to examine his own abilities and attitudes to see how he, too, can contribute to society through his work.

ENABLING OBJECTIVES:

Identifies people who have and have not made contributions to society through their work by willingly using their abilities.

Determines the resulting gains or losses to society because they have or have not used their abilities vocationally.

Describes the self-image of people who have or have not used their abilities to contribute to society vocationally.

Identifies contributions student himself could make to society through his work.

Describes how a willing, cooperative attitude can benefit society.

Analyzes his own attitude regarding his responsibility toward society.

INNOVATIVE TEACHING LEARNING APPROACH:

1. Look for illustrations from real life of people who have contributed to society through their work. They should look particularly for examples of ordinary people from all walks of life. Sources: Readers' Digest, biographical reference books, people they know, relatives.
2. Find examples from history of people who either did not use their abilities or misuses their abilities vocationally. Project how the course of history might have been changed if they had used these abilities constructively. Divide into groups and then determine which group comes up with the most thorough, logical and original projection.
3. Have students interview a person in their community they feel has made the community a better place to live. Look for attitudes this person has towards others and himself.
4. Discuss this idea with their parents and then bring to the class illustrations of both types of people referred to in first objective. Try to determine how each person feels about himself.
5. Approaches 1-4 might be implemented in a variety of ways; general class discussion with each student responsible for making a contribution; a debate as to whether making contributions through work to society adds to your feeling of self-worth or not.

6. Write a theme in which the student describes an incident in his own life where he has done a good job which he feels benefited someone else in some way. Include his feelings and reactions. What was his attitude toward doing the job?
7. Have each student talk with people on at least two different jobs, asking them how they feel their particular job benefits society. Students might choose a job they are interested in for themselves. Share information through class discussion.
8. Have students go through want ads and point out contributions that could be made to society by the worker on each job.
9. Prison inmates might be used as resource people to talk to young people about their own lives in relation to using their abilities vocationally to benefit society.
10. Interview people on skid row. See how they feel about using their abilities willingly on a job.
11. Have students attend the Amateur Inventors Exhibit (?) presented at Redwood Falls, Minn. They could visit exhibits, interview people, and draw conclusions as to how these inventions can benefit society. They should also look for the kinds of attitudes these people have about themselves and work.
12. Discussion on attitudes: Do you see it as being important to do your best on a job? How do you feel about doing an honest days work for an honest dollar? What effects do lying about while you are absent from work or pretending you are sick have on yourself and/or society in general?

Objective: Distinguishes between work as acceptance of employment (with the primary objective of securing the income it provides) and career which carries with it a whole series of expectations.

Rationale: Many students look at work as a source of income with no particular career objective in mind, yet, many jobs carry certain requirements which reflect employer/employee expectations. Students should be made aware of these requirements. In this way, early work experiences become more meaningful in terms of total career development.

Enabling Objectives: Identifies the differences between the terms work and career.

Describes career patterns of several of the occupations of his choice.

Identifies entry level jobs related to his career goals.

Distinguishes the differences in being interviewed for a part-time job and for a full-time career job.

Innovative Teaching and Learning Approaches:

1. Have the class discuss what they feel is the difference between the two terms, work and career. (Can be done in English class, (word meanings), Sociology, etc.).
2. Have a speaker who is established in his career, talk to the students about the development of his career pattern. Also have him relate the relationship between his early career experiences to later career development.
3. Have students do a card sort of what they feel is important in an ideal job and compare the results with a card sort they will do on the satisfactions in a part-time job they have held. (Refer to Minnesota Studies on Work Adjustment to get the dimensions of job satisfaction.
4. Have a class discussion on what the group feels are the proper entry level jobs for their career goals.
5. Have students interview "experts" (present workers in areas of interest, personnel managers, counselors, etc.) to find out what entry level jobs would aid in reaching their career goals.
6. Arrange a business or industry tour so that students can see job progression within a particular company.
7. Have a local personnel manager come to the school and identify for the students the job progression within his company and discuss career opportunities.
8. Have students analyze jobs within a job family and identify entry level vs. higher-level jobs within that grouping. (Sources: Occupational Outlook Handbook, Dictionary of Occupational Titles, Community resources, etc.).
9. Have students role play an interview of students looking for work and one interested in a career. Have students or local personnel people decide which of the two students would be hired for the job being offered and state their reasons for feeling this way.
10. Have a personnel manager conduct a role-playing interview in the classroom. Have two students, one looking for part-time work and the other looking for full-time work. Have the students point out the different things that are looked for during each type of interview.

OBJECTIVE: Considers the work contribution of woman to be as socially significant as that of man.

RATIONALE: The role of women in the work force has been undergoing considerable change since World War II. The trend is toward more women working and also more equality on the job. In the past there has been somewhat of a double standard in that women's work was not judged by the same standards as men. This attitude also is changing, implying that women's contributions are as significant as men's. An awareness of this trend may help both men and women to work together more effectively and with more understanding.

ENABLING OBJECTIVES: Determines attitudes toward work of women, as compared to men working on the same job, prior to and after World War II.

Analyzes this changing trend of woman's role in society and its significance to society and the individual.

INNOVATIVE TEACHING LEARNING APPROACHES:

1. Have the class prepare a set of questions to use for a survey of attitudes toward women working. Each member of the class would then be responsible for interviewing a specified number of people in different age brackets. The class would tabulate the results and analyze their findings. Interview both men and women.
2. Bring to class illustrations of women in the community working at jobs comparable to men's jobs.
3. Have a panel of women who are working in a variety of fields discuss the changing role of women in their fields.
4. Have students write a theme describing how this changing role of women working may affect their future lives. For instance, how does the male view the female worker in the future; or how do girls see themselves in the working role in the future.
5. Have girls visit a company where there are many women employed. Following the visit have them discuss the importance of women on certain jobs as they observed them working.
6. Discuss the problems men may have working with women supervisors.
7. Interview several personnel managers in regard to problems created by women working and how management deals with these problems.
8. Have students discuss their own attitudes toward women working. This could include a discussion of how cultural values may influence their attitudes toward women working.
9. Have students read and discuss Sex and the Single Girl, and other books, magazine articles, newspaper articles, etc., relating to women in the world of work.

OBJECTIVE: Assesses the effect of power structure on the role of a worker in a work situation.

RATIONALE: For effective vocational development, it is necessary for the worker to recognize his limits of responsibility and/or freedom to determine his own work role. Further, it is desirable that the worker be able to examine the positive and negative effects of different levels of authority upon his work position.

ENABLING OBJECTIVES:

Defines "power structure" so as to be aware that it exists and is functioning everywhere (home, school, business, clubs, etc.)

Identifies both formal and informal power.

Identifies the power structure of several work situations

Distinguishes the effects of power structure on a variety of occupations within a particular organization.

Recognizes both formal and informal power influences as well as overt and covert lines of communication.

Examines the relationship of the worker's attitudes toward his job and the subsequent effects upon the power structure of the total organization.

INNOVATIVE TEACHING LEARNING APPROACHES:

1. Identify power structure through use of a chart. (Appendix contains both power structure and flow charts which may be used to delineate organizational power structure. Flow chart may be used to describe flow of authority, responsibility and lines of communication.)
2. Divide class into small groups (6-10). Assign each student a position that may be in effect in a business organization. Request the students interact in regard to a business problem (e.g. assignment of vacations, proposed raises, worker complaint, etc.) Following this, have students discuss the effects of power each position may have held in regard to resolution of the problem. Also, discuss any hidden influence which may have been evidenced (e.g., "playing up" to a particular position of higher authority.)
3. Chart and discuss power structure of school's student body. Examine and discuss both formal and informal influences of power. Discuss both open and hidden lines of communication among students. (Example in Appendix.)
4. Arrange for a beginning worker to visit class and discuss the effects of power structure on his particular job situation. Also discuss the effects of unions, employee organizations, etc. in conjunction with both the informal and formal power structure of the business.

5. Examine and discuss ways an individual may influence power structure. Identify whether the influence is along the lines of formal or informal power.
 - a. For example, what effect is evident in the politics of "who you know" as a means for achieving a certain goal.
6. Help students to use factors below as a means of attaining power.
 - a. Position: e.g. an elected officer of a club is automatically a student council member; department manager automatically sits on the executive board of the organization.
 - b. Personality: e.g. being good looking, outgoing, aggressive, may influence selection of cheerleader.
 - c. Money: e.g. corporation officer is selected as chairman of local community festival.
 - d. Knowledge: e.g. an "A" student is selected as chairman of Science Fair demonstration; skilled student in industrial arts is selected as "foreman" of float committee.
7. Examine the effect of the customer on power structure. (e.g. choosing an experienced worker over young worker).
8. Examine the symbolism used to identify power (e.g. "white coats" in medical services, titles, carpeted office, and other physical facilities of work situation.)
9. Discuss the implications of power structure and how it may be misused (e.g. smaller departments may resist changes in the business organization; unions and their power upon an organization such as requiring a manager to go to the foreman instead of directly to a worker; threat of a teacher strike to force school board to negotiate on smaller class size.)
10. Use newspaper to identify local units of power within the community (Y.M.C.A., American Legion, D.A.R., P.T.A., Minority Group Organizations).
11. Analyze power structure in several kinds of institutions:
 - a. Send a student committee to legislature to interview an experienced legislator and a new legislator.
 - b. Send a student committee to school, agencies, etc. to determine power structure.
 - c. Analyze the electoral college with respect to power structure.
12. Assign readings in resource books (e.g. Floyd Hunter, Community Power Structure, Doubleday Paperback A379; C. W. Mills, Power, Politics, and People, Viking Press).

13. Examine the effects of power structure on special groups such as direct salesman, administrators, etc. Discuss the role of women and informal power. (e.g. reluctance of business, education, etc. to place women in positions of authority. In contrast identify influence of wife in helping husband to attain power).
14. Use simplified form of sociogram in classroom in terms of influence of each student.
 - a. Assign a task requiring class to decide a certain course of action (e.g. where to have class picnic). Discuss and reach a solution.)
 - b. Distribute 3x5 cards and have students identify student who was most influential in the decision.
 - c. Plot on sociogram (sample in Appendix).
 - d. Examine for high influence; have that student(s) share with class the factors which he feels caused him to be a high influencer.
 - e. Discuss ways in which students may increase position of influence or power.
15. Utilize club activities to examine which students have most influence (e.g. on a selling project). Examine how much each person participated and their effectiveness. Discuss what each person could do to change (e.g. personality factors.)

Objective: Communicates effectively to others about his vocational abilities, interests, and plans, orally and in writing.

Rationale: Students too often think that jobs are available for the asking. They fail to realize the importance of well organized thoughts about their own abilities, interests and plans and how they may help in obtaining employment. Students fail to understand that knowing what you can do, what you like to do, and when you plan to do it, helps both counselors and employers to make better vocational placements. And students don't realize that the person who gets the job will often times be the one who can effectively talk about his abilities, interests and future plans.

Enabling Objectives: Assesses what he has in his school files and their importance in job placement.

Identifies the kinds of information that employers seek and demand in writing when placing workers in jobs.

Analyze what abilities, and interests may be helpful in a given vocation.

Innovative Teaching-Learning Approaches:

1. Have school counselor come into the classroom and go over a "blank" cumulative file. After this presentation have each student make an appointment to go over his own file and ask questions about his own file. The coordinator discusses with the counselor and uses only instances which interest students.
2. Ask the students to bring their hobbies to class and discuss some of the aspects of why they have or like this particular way to pass the time. Ask questions such as, "What are some of the job opportunities that this hobby may be a help?" "Does this particular interest in this hobby indicate to you the type of work you may like to do?"
3. Ask the students in an English, Social Studies or business class to write a personal written resume on themselves and submit for a grade. The resume should include personal data as well as letters of recommendation, a picture, and any other helpful information about the student. Discuss the importance of such a folio.
4. Arrange with other faculty members to help you in role playing job interviews with the students.

Phase I--ask students to do a complete resume as above, complete an application blank, and then role play a job interview with you--followed by discussion.

Phase II--ask another faculty member, such as a Coordinator, to role play the personnel director and indicate after the interview if he would have hired the student for the job.

Phase III--arrange for a personnel director from the community to again interview the students and indicate if he would hire this student in his business. The student should be graded on the basis if he is hired or not.

This activity could be done over a short period of time or over a complete school year sequence.

5. Have student complete the set "What I Am Today" and discuss each area in an open discussion with the class.
6. Have the class conduct a survey of employers to find out what kinds of information they need to make a decision on whom to employ. What kinds of questions do they ask an applicant? What information do they seek from the school or other referrals? What kind of information would they like to find on a personal data sheet or resume? Compile the results of the survey and use the information to construct personal data sheets and for students to give an oral report before the class on their qualifications for a preferred occupation.
7. Conduct a public interview with several students in the class asking them questions such as: What kind of work would you like to do? Why would you choose this line of work? What qualifications do you think you have? What preparation or education will you need for your chosen occupation? etc., etc. This gives the student practice in discussing these matters and helps him to clarify his values and interests.

Objective: Selects potential employers and locates suitable job opportunities.

Rationale: Students of high school age often view the world of work as a threatening conglomerate of mysterious businesses and industries. They should be made aware of the occupational opportunities which exist in the various firms in and around the local community, and they should be made aware of the means by which the available positions are traditionally filled.

Enabling Objectives: Identifies those firms which traditionally hire large numbers of beginning workers.

Identifies positions which are open to them and the employer's particular specifications for these positions.

Identifies services which are available to him in his search for a position.

Evaluates potential employers and job opportunities in terms of his personal goals and aspirations.

Innovative Teaching-Learning Approaches:

1. One or more students from previous classes should be invited to return and discuss with the class their particular experiences when hunting for a first job. Ask the graduate to emphasize those things which were done wrong as well as those which were done right.
2. Ask the counselor to come in to the class and discuss the results of any follow-up studies which have been done. Where do your graduates tend to go to work following high school? Ask the counselor to make suggestions regarding finding suitable employment.
3. Make a list on the board of those positions which your graduates have mentioned as well as those reported by the counselor. Assign a student to report on each firm mentioned as to number of employees; average number of new employees hired in a year; location; kinds of jobs available to new employees, etc.
4. Secure an application blank from as many of the firms which you have identified as possible. Make transparencies of the blanks and show them to the class so that they will be prepared to answer the questions asked by the various firms.
5. Request that the personnel manager from one or more of the identified firms spend a day with your class discussing the occupational opportunities which are available.
6. Contact the State Department of Employment Security and request that he speak to your class about the services of his department. Also ask that he enroll those seniors who are looking for jobs.
7. Invite a representative from a private employment agency to speak to your class about the services which they have available.
8. From want ads, select five positions and evaluate these positions in terms of the likelihood of contributing to the achievement of his personal goals.

Objective: Demonstrates sensitivity to the needs of coworkers and employers.

Rationale: In order for a person to enjoy the satisfaction of good human relations he must be sensitive to the needs of co-workers and employers. Being able to empathize with co-workers and the employers helps the student develop satisfying relationships and to understand the behavior of significant others.

Enabling Objectives: Analyzes the various needs people seek to satisfy through their work and their relationships with others.

Describes the relationship between a supervisor and an employee in terms of the strains and differences in how they perceive the work.

Identifies the kinds of compromises one makes in order to maintain good human relations with co-workers and employers.

Recognizes that different individuals look at situations and problems in different ways.

Innovative Teaching-Learning Approaches:

1. Have a student play the role of the teacher so that he can understand the problems a teacher has. Have student prepare and teach the lesson. Discuss his reaction to behavior of other students in the class.
2. Show film: "Hey What About Us." Discuss needs of young people depicted, and how these needs affect their job attitudes.
3. Have students list their own and other persons' needs--eg. need to be praised for good idea. Analyze what needs most people seem to have, and how these can be met by co-workers and employers.
4. Role-play--foreman and worker; teacher and student. Teacher may take the subordinate role so student puts himself in authority role.
5. Have teacher reveal feelings about why he purchased the automobile he purchased and publicly ask students why they purchased the automobile they chose. Discuss other value choices which reveal individual needs. Give student option: "I'd rather not answer that." or "Thank you, I have all the information I want."
6. Pose situation--A salesperson at work wanting to go home to paint house. How will he feel at work? What will he do or say?
7. Discuss a situation in which it is store policy that coats must be kept in a cloak room or employees may be subject to dismissal. Employee is absent from a meeting when announcement is made. On this particular day the employee had an appointment immediately after work. The employee placed coat under the counter. Infraction of rule was discovered. Discuss the problem from the employees point of view, then from supervisor's point of view.
8. Draw two parallel lines one longer than the other. Ask "What do you see?" Hint are they equal or different. After you get a variety of answers say, "They are equal." Why? Depends on the perspective. When viewed as telephone poles at varying distance they are equal. The answer to come out of the discussion is "Try to see other ways of viewing any question." Point out that we tend to perceive a situation in terms of our individual point of view based on our own experiences or needs.

Objective: Demonstrates effective work habits by utilizing communication skills when giving or evaluating instructions.

Rationale: Often it is not lack of ability to do the work on the job which prevents workers from being most effective. Rather, it is their inability to communicate clearly with their supervisors and their fellow workers.

Enabling Objectives: Expresses himself orally and is understood by others.

Expresses himself in writing and is understood by others.

Listens effectively.

Reads effectively.

Innovative Teaching-Learning Approaches:

1. In order to teach technical kinds of writing, the teacher or a student could bring to class one of the modern put-together toys or articles--one of the kind which the instructions say can be put together by anyone in an hour or less. It could be a child's toy cardboard refrigerator, an ironing board or utility cart--anything that is in pieces and needs to be assembled. Have the students put it together and from that experience write a set of instructions on how to do it. Various sets of instructions as well as the manufacturer's instructions could be shown on the overhead or opaque projector and comparisons made for clarity, simplicity and effectiveness. A variation of this would be to have one class write the instructions and another class assemble the article from the instructions.
2. One student is given a drawing showing a number of interconnected designs. The drawing could show a triangle in one corner, a square next to it within a circle, a rectangle in another corner, etc. The design itself is not important. The student with the drawing shall instruct the class on how to draw a similar one on a piece of paper at their desks. The class may not see the original nor may they ask any questions about it--they are only to carry out the instructions. A second time this will be done, only this time students may ask questions and have them answered. In almost all cases, the second drawing will be more accurate than the first and should demonstrate the effectiveness of two-way communication.
3. In industrial arts classes, office machines classes, home economics classes, and possibly others the teacher could appoint some students as shop foreman, whose job it would be to give assistance and instructions to others. Possibly it could be second-year students who instruct and aid first-year students. The teacher should serve as a resource person to evaluate the instructions given. Also, it would be effective for the students receiving the instruction to offer direct feed-back on the clarity and effectiveness of the instructions received. A third kind of evaluation would be to check on the students after they have received instructions to see how well they are able to operate the equipment.
4. When using the movie projector in class the teacher could give one student oral instructions on how to thread the film and run the projector. This student in turn could instruct another student the next time the projector is being used, thus gaining experience both in listening and in giving instructions. A variation of this might be to instruct one student orally, only, and instruct another by demonstration. The effectiveness of these different methods of communication could then be discussed. Another variation might be to have the

teacher tell the class one day how to run the projector and the next day ask them to do it. A discussion could then follow asking what went wrong and how communication might be improved through demonstration, practice, etc. rather than just telling.

5. In English classes and speech class students are often asked to give demonstration speeches. For example, one might give his speech on how to hold and swing a golf club. As a check on the effectiveness of the instructions, students in class could be asked to demonstrate what they had just heard. If students are not able to do this, discussion could be held on what was wrong in the way the instructions were communicated. It would also be effective to use tape and video-tape recording here.

6. Because programmed instruction is being used quite frequently in business and industry, it would be appropriate to acquaint students with this method of receiving and giving instructions. Programs could be obtained from local businesses or by asking large concerns to send them. An example would be the program called, "How to Train Others" which could be obtained from Procter & Gamble Co. After becoming familiar with receiving instruction in this way, students could write their own programs and test them on each other. Programs could be written on how to use movie projectors, office machines, shop equipment, etc.

7. Assignments in class or homework assignments could be given by the teacher to one student who in turn would give the assignment to the class. Clarity and effectiveness could be evaluated by the teacher and the other students and feed-back given to the student giving the instructions.

Group # _____
(Check one)
Counselor _____
Coordinator _____

SELF-REPORT EVALUATION OF PILOT TRAINING
PROGRAM COMBINING OCCUPATIONAL EXPERIENCE
AND CAREER DEVELOPMENT TRAINING FOR DIS-
TRIBUTIVE EDUCATORS AND COUNSELORS¹

1. Was your ability to perceive and analyze jobs improved?
____ not at all
____ very little
____ somewhat
____ a great deal
2. Were you more aware of psychological and sociological factors
in the work situations than in previous work experience?
____ not at all
____ very little
____ somewhat
____ a great deal
3. Were the counseling interviews with workers and the discussion
of tapes helpful to you?
____ not at all
____ very little
____ somewhat
____ a great deal
4. Do you think you were able to help the worker you counseled?
____ not at all
____ very little
____ somewhat
____ a great deal
5. Did your occupational experience enable you to identify a greater
variety of occupations in distribution?
____ not at all
____ very little
____ somewhat
____ a great deal
6. Were your perceptions or evaluations of opportunities for self-
realization and occupational growth within the distributive field
changed?
____ not at all
____ very little
____ somewhat
____ a great deal

¹ Administered on final day of training.

7. Do you feel the project this summer will improve your teaching and counseling?

- ☐ not at all
- ☐ very little
- ☐ somewhat
- ☐ a great deal

8. What are some of the changes you plan to make in your teaching and counseling? (be specific)

9. What was the most important idea or benefit you derived from the entire training project?

10. What part of the training project was the least valuable to you?

Indicate if you are
_____ a counselor
_____ a coordinator

Indicate if you had
human relations lab
_____ beginning of
program
_____ end of the program

FOLLOW-UP EVALUATION¹
OF THE
1968 OCCUPATIONAL EXPERIENCE
AND CAREER DEVELOPMENT TRAINING
AND
DISTRIBUTIVE EDUCATORS AND COUNSELORS

1. Have you used the small group process which you were exposed to in the training project with students whom you counsel or teach?

_____ yes

_____ no

Comments: _____

2. Briefly describe any ways in which you felt the human relations training may have helped you.

3. Briefly describe any ways in which you have drawn on the occupational experiences you had last summer in counseling or teaching students.

¹ Administered nine months after the training project.

4. Briefly describe any ways in which you have utilized the curriculum materials which were developed in the training project.

5. How do you expect to utilize the materials?

6. Reflecting on the training you received, indicate the value of the following experiences in carrying out your job this year.

Human Relations Training Lab

☐ extremely valuable
☐ valuable
☐ of little value
☐ of no value

Directed Occupational Experience

☐ extremely valuable
☐ valuable
☐ of little value
☐ of no value

Seminars on Occupational Experience

☐ extremely valuable
☐ valuable
☐ of little value
☐ of no value

Interviews and Taping Critique Sessions

☐ extremely valuable
☐ valuable
☐ of little value
☐ of no value

Lectures and Discussions on Career Development

☐ extremely valuable
☐ valuable
☐ of little value
☐ of no value

Curriculum Writing Task

☐ extremely valuable
☐ valuable
☐ of little value
☐ of no value

7. Other comments: _____
-
-
-

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